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ABSTRACT

This compilation is intended to provide a comprehensive collection of nonprescriptive learning outcome statements for second language instruction. Included are statements of what students can know and can do in the major content areas of second language learning, and in the areas in which second language relates to values education, basic education, and career education. The goals are stated in such a way that they apply to a variety of second languages. Specifically, the goal statements are grouped under the following headings: (1) values and second language, (2) basic education and second language, (3) the function of the language in society, (4) nature of the language, (5) listening, (6) speaking, (7) reading, (8) writing, (9) culture, and (10) careers and second language. It is hoped that school systems will use the collection: (1) to clarify the purposes of education for students, teachers, parents and community; (2) to provide a basis for teaching-learning evaluation and accountability; (3) to aid in the rewriting and development of courses and curricula; and (4) for long-range planning and systematic control of educational development. This book is a critique edition, which is being disseminated to elicit response from the educational community. (PM)

ED 093183

COURSE GOALS IN SECOND LANGUAGE, K-12

Critique Edition

Produced by the Tri-County Goal Development Project
Multnomah County Intermediate Education District
P. O. Box 16657, Portland, Oregon 97216

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INTRODUCTION

You are an educator. You, better than anyone, know what you wish to teach. Often, however, you share ideas with your colleagues on important questions affecting your students and out of that sharing may come enriched learning.

For both personal and professional reasons, many educators are now asking themselves the question "What is to be learned?" This book is an effort by some of your fellow educators to share their thoughts on that question with you. They spent months writing and defining a set of goals which can be of service as you move toward your own response to the question "What is to be learned?"

The people who created this book view goals as a means of communicating about learning rather than as sources of confining, oversimplistic, and mechanistic control. Accordingly, the aim of this goal definition effort has been to provide a comprehensive and valid collection of nonprescriptive learning outcome statements purely as a resource for others interested in pursuing goal based learning and evaluation.

The next few pages will answer some of the questions you may have about the purpose, nature, and use of this collection. (For an in-depth discussion read the booklet "Introduction to Course Goals for Educational Planning and Evaluation, K-12.") We hope these suggestions will be helpful.

Why goals at all?

Education helps learners grow and change. Educators and learners must, therefore, decide and communicate to one another what changes are possible and desirable. Parents, school boards, and the community also have major roles to play in influencing educational growth and change. These responsibilities can best be carried out if those participating in decisions about education have alternatives stated in simple, clear, and explicit terms.

This collection contains a large number of concisely stated alternative learning outcomes of use to anyone involved in communicating about what might be learned. School systems can select and modify program goals. School staffs within a system can select and modify the more specific goals helpful in planning a course of instruction. Teachers can use selected goals to guide them as they devise experiences and testing methods.

What kind of goals are in this collection?

Levels. Figure 1 illustrates four possible levels of goals. Two of these levels of learning outcomes are included in this collection. Program goals describe general outcomes; course goals describe the specific outcomes relating to them. These goals differ in the type of planning for which they are suited. Program goals serve as guides to planning programs at district and subdistrict levels. Course goals serve as guides to planning courses in schools, departments, and classrooms.

At the system level the board of education is responsible for approving statements of purpose enunciating the district's philosophy of education. The district selection and adaptation of the program and course goals provided here will be guided by such statements of district goals.

Figure 1

PLANNING	System Goal:	The student will acquire knowledge and skills that will help him acquire perspective about himself, his country, and his culture in relation to other people, other countries, and other cultures.	To be found in the course goal collections.
	Program Goal:	The student is able to read a second language with ease, enjoyment, and appreciation.	
	Course Goal:	The student is able to skim read a passage in the second language in order to determine the main idea quickly, to make a preliminary survey, to locate specific facts and significant details efficiently, and to review materials.	
	Instructional Goal:	The student is able to determine the main idea of selected passages from Spiegel through skim reading.	
MEASUREMENT	Behavioral Objective:	Given five passages from Spiegel, the student is able to correctly identify their main ideas after skim reading them.	Not integral part of Tri-county Project System of Goal-based Planning
	Performance Objective:	Given five passages of approximately 500 words from Spiegel, the student is able to correctly identify the main idea of four out of the five after skim reading each passage for not more than two minutes.	

At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. The Goal Development Project has chosen not to extend into this level of planning. The individual district and its teachers are best able to develop the resources and methods suitable for their students.

Types. The second language collection includes statements of what students can know and can do in the major content areas of second language learning, and in the areas in which second language relates to values education, basic education, and career education. The goals are stated in such a way that they apply to a variety of second languages since it would be impossible to state specific goals for each language taught in K-12 curricula. Teachers and curriculum developers can readily adapt the goals given here to their specific languages. It may be helpful in this process to also consult appropriate sections of the language arts, music, art, and social science collections.

Values learning outcomes in second language are described in an experimental section on "1. Values and second language." The treatment of values concerns both helps for students to clarify their own value systems and statements of values they may wish to examine and ratify. This is the first effort of the Project to deal with the values dimension of second language and, therefore, the goals, issues, and discussion are not meant to be comprehensive or final.

There are many reasons for this tentative attempt to deal seriously with the question of possible student outcomes in the area of values and attitudes, as well as the areas of knowledge and process. It is, for instance, becoming increasingly clear that exclusive concern for knowledge and process can not only be a very sterile approach to learning, but can also leave learners with seriously incomplete impressions, and perhaps worst of all, a negative attitude towards learning. Moreover, at this point in history, national events are revealing the serious implications of having knowledgeable and able individuals in sensitive and creative positions of public trust, if these individuals lack perspective, a sense of ethics, and personal integrity and responsibility. Also, in a practical sense, if the learning of second language

is to be effective, it must involve the student in highly personal, value laden interactions with that which is to be learned.

Instructional planning and evaluation based upon values goals differs in important ways from planning for knowledge and process goals in science. Experience and studies suggest, for example, that values arise and are formed in the process of learning and teaching--the classroom environment--and not necessarily from the direct teaching of values. In helping students acquire and strive to attain values, the educator relies upon teaching knowledge and skills that have a logical bearing upon these values. Where the teacher is concerned with the teaching of value clarification and formation processes, he or she teaches the nature and application of such conventional skills as verifying information, relating information to criteria, and other methods of clarifying personal and social values.

We all need more information about values education and, therefore, reactions of readers to this section are especially solicited in accord with the Project's policy of seeking feedback to assist in improving and revising these volumes.

How do program and course goals differ from behavioral and performance objectives?

While program and course goals specify general and specific measurable learning outcomes, the "behavioral objective" specifies the method of measurement as well as the desired behavior, and "performance objective" adds prerequisites and proficiency level.

The program and course goals provide explicit statements of possible learning outcomes which teachers and students can define and for which they can accept responsibility in ways most suitable to them. The teacher and student are free to select those methods for achieving outcomes which seem most promising in light of their resources and capabilities. This provides

for more flexible teaching and learning than teaching systems based on behavioral and performance objectives. Such an approach places greater demands on the ingenuity and professionalism of teachers, but has far greater potential because of its consistency with motivational principles and its reliance on the judgment of the professional on the scene.

Where did the course goals come from?

The course goals were developed by outstanding teachers using available models and guides. The goal writers were supported by tri-county and Oregon and Washington state curriculum and evaluation personnel and by selected university and public school consultants.

More than 55 local school districts in the tri-county area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties. Representatives from Oregon school districts outside the metropolitan Portland area, from the states of Oregon and Washington, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single district could provide. Second, it makes it possible to draw upon a large and representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In less than two years, critique collections in other fields have been used extensively in curriculum development and evaluation projects of several state departments of education and of many local districts.

What can the goals in this collection be used for?

School systems may use the collections to clarify the purposes of education for students, teachers, parents, and the community. This collection can be used as a basis for judging the comprehensiveness and adaptability of goals and objectives of local courses of study and textbooks. New learning possibilities can be formulated and discussed. Statements already produced or being considered as learning outcomes can be evaluated for conciseness, clarity, and accuracy. These kinds of studies aimed at assuring agreement on goals and suggesting ways and means of attaining them can be undertaken by groups of teachers and support personnel from all levels of a school system or across grade levels, divisions, or high school departments or by individual teachers.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools.

Another use of the collection is to provide a basis for teaching-learning evaluation and accountability. This use requires development of procedures within a school system for making a commitment to learning outcomes at the program and course levels. The goals of this collection provide a wide range of clearly stated goals from which choices can be made. Once a commitment is made (a process that may involve boards of education, administrators, teachers, students, and citizens), the educational mission of the system and of each teacher will be known and can be communicated. Methods of instruction and evaluation best suited to the goals agreed on can then be planned. Under no circumstances, however, should goals stated for planning and communication be misused to limit the teacher's freedom to respond to spontaneous opportunities for learning or be misapplied in the evaluation of teacher performance in terms of student performance.

Another use of the collection is the rewriting and development of courses and curricula. By making learning options explicit and sharable, the collection can sharpen the focus of curricular planning. One important example of curriculum development fostered by this collection is cross-disciplinary planning.

The goals, although printed in subject collections such as second language, science, language arts, social science, mathematics, music, etc., may be related and grouped in and across subjects. Thus, for example, a teacher interested in teaching about "civilization" can locate goals dealing with related concepts in second language, art, social science, language arts, mathematics, or other subject fields. Computerization of the goals is in process which will permit the retrieval of the goals by any one or more of the codes: subject category, educational level, types of knowledge and process, relation to career education goals, concepts and values dealt with, and index words. This system will facilitate efficient and sophisticated interdisciplinary planning.

Another use of this collection is for long-range planning and systematic control of educational development. The past few years in education have demonstrated that few results of experimentation and development are transportable. The inability of educators to define clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Goal Development Project is establishing sets of goals that may be used consistently for instructional planning and evaluation. The stability this can provide educational experimentation and development is apparent. The power of the goal collections themselves in promoting good educational planning and the ease and convenience it affords teachers in that planning is equally evident.

In all of the above activities, and in those we have not cited--or even thought of, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient to their needs. We hope that where they do add and modify they will let us know and thus help us expand and improve the collection.

Will help be available for evaluating the attainment of the goals in this collection?

The principal measurement under development by the Project is a set of test items related to each course goal. This set is to be so comprehensive that any teacher who selects a course goal and translates it into one or more instructional goals will be able to retrieve items, or at least models of items, appropriate to assess the attainment of his instructional goals.

The Project has already defined evaluation models appropriate for assessment of goals in each of the classes of knowledge and process. These models will be used to guide both psychometricians and teachers in the development of criterion-referenced test items appropriate for measuring each type of knowledge and process. As soon as theoretical formulations relating to values, generalizations, and concepts are refined and consistent, similar work will begin in developing evaluation models and items for those classes of learning.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic, and immediately applicable to today's schools. At the same time, these goals and the taxonomy are to be revised and improved as they are subjected to use and scrutiny by teachers and curriculum personnel.

As time passes, new goals will be called for. For this reason a provision is being made for the continual review and revision of the goals. This will be largely dependent on feedback from the field. Thus, what is being created is a dynamic, open system for goal-based learning and evaluation.

How to read and interpret the materials in this goal collection.

Following this introduction there are four of the sets of indexes for retrieving course goals. Each index is printed on pages of a different color: knowledge and process classifications, yellow; science program goals, blue; career education program goals, green; and second language subject matter taxonomy, pink.

Numbers and/or letter codes on the course goals refer to the materials on the colored pages. The colors are to help you find the meaning of a code found beside a course goal. Below is a description of how to read and interpret a page of course goals and its codes. Please refer to the following page.

Subject Matter Taxonomy Headings

The numbered heading(s) of the left hand column of each page of the course goals [e.g., 7. Reading, 7.3 Vocabulary, and 7.3.1 Definition (Cont.)] identify those sections (and possibly subsections) of the subject matter taxonomy under which the goals on this page are classified. The second language taxonomy which is to be found on the pink pages in the front of the book thus serves as a specific and detailed table of contents for this collection of course goals. By looking through the second language, a user can find what topics are covered and can turn to those in which he is interested. The taxonomies also form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula.

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.1 Definition (Cont.)						
8. The student is able to choose the appropriate definition of a word to fit a particular context.	P I U H	P45 P62	1 7		4.2.2 4.2.3	
9. The student knows the vocabulary necessary for expressing spatial relationships in the second language.	P I	K1 K2	7		8.	
10. The student knows positional words (e.g., up, down, over, under, in front, behind).	P I	K1 K2	7		8.	
11. The student knows the vocabulary necessary to describe the size, shape, color, and/or texture of a concrete or representational object in the second language.	P	K1 K2	7			
12. The student knows the terminology for classifying concrete or representational objects by color, shape, size, and texture in the second language.	P	K1	7			(C)Classification
13. The student knows the names of the primary, secondary, and earth colors in the second language.	P	K1	7			
14. The student is able to associate a number word with its appropriate numeral (e.g., in reading dates or time).	P	P41 P44	7	5	4.4	(C)Association

As such, they form a valuable and convenient tool for curriculum and materials review and planning.

Course Goals

In the left most column under the heading 7.3.1 Definition (Cont.) are the Course Goals themselves. Some goals in this column may have a bracket to their left. The goals inside the bracket are logically related and may be viewed as a unit.

Level P/I/U/H

This code in second language provides an estimate of the skill level or levels at which the learning is appropriate. The skill levels indicated are: P = beginning (first level); I = intermediate (second level); U = higher (third and/or fourth level); H = advanced (fifth level). Many times the nature of the goal suggests continued learning over several skill levels in which case all levels involved are coded. These levels are approximate, for it is evident that the appropriate level of learning varies with the interests and abilities of students and the organization of the school.

Care should be taken not to confuse the use of the level codes (P/I/U/H) in second language to indicate skill level with the use of the same codes in other collections (e.g., language arts) to indicate grade level.

Knowledge or Process Classifications

The classifications referred to are described at the front of the book on the yellow pages. All goals are roughly classified as knowledge or process, or values, depending upon whether they deal with something that the student is able to recall, something the student is able to do, or the student's value-attitude processes. All goals, therefore, begin with the words, "The student knows..." or "The student is able to ..." or "The student values ...".

The familiar knowledge/process distinction is further subdivided into twelve knowledge (e.g., K2) and numerous process (e.g., P45) categories to which all course goals have been coded. The value goals have not yet been similarly classified and are simply coded as "V".

This detailed classifying of knowledge and process goals provides insight into teaching, measurement, and evaluation requirements. Work has already begun in analyzing types of measurement appropriate for each type of knowledge goal. This work will be extended to process learning as rapidly as resources permit.

Subject Area Program Goals

In this column we find the number of one or more of the second language program goals found in the front of this book on the blue pages. This type of goal was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major learning outcomes expected from a program. Each course goal is cross coded to the number of the program goal(s) to whose attainment it is most directly related.

Career Education Program Goals

In this column we may find the code of one or more of the career education program goals found in the front of the book on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual, including life roles as a citizen, user of leisure, and family member as well as worker. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, however, which have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into the teaching of his subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare in the parts of the course goal collection dealing with the specific technical aspects of second language.

A teacher may use this coding as a help in integrating a discipline and career education and vice versa by asking himself the following question: "When I am teaching this goal, is there some aspect of career education that can usefully and naturally be brought to the attention of my students?" The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

Besides the cross coding to the appropriate career education program goal of every science goal bearing a direct relationship to career education, there is a set of goals on "10. Careers and second language." Here more specific suggestions are given for learning outcomes integrating career education and second language.

Other Related Content Taxonomy Headings

This code is provided since goals are often rightly classified under more than one subject heading. The numbers in this column refer again to the subject matter taxonomy on the pink pages at the front of the book.

(C)Concept/(V)Value Words

This form of code is one of the newest and potentially most useful ways to describe and retrieve sets of goals, especially for interdisciplinary learning. Words designating major concepts or values to which a goal relates directly are written beside that goal in this seventh column. Words identifying concepts are preceded by "(C)" to distinguish them from the value words which are preceded by "(V)". Although explicitly singling out the concepts and values dealt with in goals is theoretically very interesting and useful, in practice it is very difficult since no valid lists of such concepts and values exist yet in the various subject areas. Such lists are being dev loped by the Project but meanwhile the concept and value word codings should be viewed as experimental and subject to change and refinement.

A final code is the Index Word. Although it does not appear on the printed pages, it is keyed to each goal for retrieval in much the way documents are coded for retrieval in the familiar ERIC retrieval system. Users will have available lists of index words by discipline and across disciplines. The index to the course goals found at the back of this book was generated from this code.

Conclusion

We have tried to make the collection of possible second language goals as valid and complete and useful as possible. Constructive criticism is welcomed by phone, word of mouth, carrier pigeon, etc. after you have discussed and tried out this resource in your district. Ultimately, the success of the Project is dependent upon you.

PROGRAM GOALS, SECOND LANGUAGE

PROGRAM GOALS

SECOND LANGUAGE

1. The student knows the nature and functions of language.

2. The student is able to employ the second language as a means of self-expression and communication with others.

3. The student knows, appreciates, and values the formal and informal aspects of the culture of the people who speak the second language as a native language.

4. The student knows possible uses of the second language.

5. The student is able to reproduce second language sounds and patterns.

6. The student is able to understand and converse with people who speak the second language as a native language.

7. The student is able to read the second language with ease, enjoyment, and appreciation.

8. The student is able to write the second language appropriately, with fluency.

9. The student is able to apply and extend basic educational skills of communication, computation, and decision-making through the second language.

PROGRAM GOALS,
CAREER EDUCATION

PROGRAM GOALS

CAREER EDUCATION

1. The student knows the personal and social functions and importance of work and therefore values and respects workers.

2. The student knows the relationship of the life role of worker to other life roles of citizen, user of leisure time, and family member.

3. The student knows the physical, psychological, and educational requirements of various careers.

4. In making career decisions, the student knows and is able to weigh the significant factors including his or her: (a) interests, (b) aptitudes, (c) abilities, and (d) the implications of the decision alternatives for his life roles as a citizen, user of leisure, and family members.

5. The student is able to discover and learn the knowledge, skills, attitudes, and values necessary to carry out career decisions.

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KNOWLEDGE AND PROCESS CLASSIFICATIONS

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-Knowledge Categories-

G1 Principles and Laws

G2 Simple Generalizations

K1 Conventions: Names and Nomenclature

K2 Conventions: Symbols, Rules, Standardized Processes, Definitions

K3 Properties, Parts, Characteristics, Features, Elements, Dimensions

K4 Trends and Sequences

K5 Similarities and Differences, Discriminations, Classifications

K6 Contexts, Locations, and Orientations

K7 Operations, Methods of Dealing with, Functions

K8 Cause and Effect Relationships (Costs and Benefits)

K9 Criteria or Standards

K10 Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

P1 Input — Acquiring Information

- P11 Viewing
- P12 Hearing
- P13 Feeling (tactile)
- P14 Smelling
- P15 Tasting
- P16 Using sense extenders
- P17 Using internal sensors of emotion

P2 Input Verification — Insuring Validity and Adequacy

- P21 Evaluating authoritativeness of sources
- P22 Evaluating logical consistency and accuracy
- P23 Evaluating relevance to desired learning purposes
- P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

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P3 Preprocessing — Organizing Information

- P31 Labeling, naming, numbering, coding
- P32 Recording, listing
- P33 Classifying, categorizing, grouping, selecting, according to criteria
- P34 Ordering, sequencing
- P35 Manipulating, arranging, transforming, computing
- P36 Estimating
- P37 Summarizing, abstracting

P4 Processing I — Interpreting Information (drawing meaning from data)

- P41 Decoding verbal and nonverbal symbols (reading and literal translating)
- P42 Inferring, interpolating, extrapolating
- P43 Analyzing
- P44 Associating, relating, equating
- P45 Comparing, contrasting, discriminating
- P46 Synthesizing
- P47 Testing against standards or criteria
- P48 Generalizing

P5 Processing II — Using Information to Produce New Information

- P51 Theorizing, predicting
- P52 Formulating hypotheses
- P53 Testing hypotheses
- P54 Revising hypotheses

P6 Output I — Acting on the Basis of Information

- P61 Reacting
- P62 Making decisions
- P63 Solving problems
- P64 Restructuring values (adapting, modifying)
- P65 Restructuring behavior (adapting, modifying)
- P66 Encoding verbal and nonverbal symbols prior to communication
- P67 Creating on the basis of knowledge and process

P7 Output II — Communicating Information

- P71 Vocalizing (nonverbal)
- P72 Gesturing, moving
- P73 Touching
- P74 Speaking
- P75 Writing
- P76 Using art media (painting, drawing, sculpting, constructing, etc.)
- P77 Dramatizing
- P78 Singing, playing instruments
- P79 Dancing

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SECOND LANGUAGE TAXONOMY

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SECOND LANGUAGE TAXONOMY

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COURSE GOALS

SECOND LANGUAGE

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal						
1 The student knows that clarifying personal values involves finding out what you value, how much, and why.	P I U H	K3	9	4	3.	(V)Self-knowledge
2. The student knows reasons for clarifying personal values (e.g., increasing understanding of self and others, resolving conflicts, making valid and satisfying decisions, adapting to change, integrating personal value system and behavior).	P I U H	K8	3 9	4	1.1.2 1.1.3	(V)Self-knowledge (V)Problem-solving (V)Decision-making
3. The student knows that values develop in response to basic human needs (e.g., survival, security, belonging, love, esteem).	P I U H	G2 K8	3 9	4		(V)Self-knowledge
4. The student is able to determine the basic needs served by particular values.	P I U H	P44 P64	9	4		(V)Self-knowledge
5. The student knows that things valued may be objects, ideas, feelings, behavior, relationships, etc.	P I U H	G2 K3	9	4		
6. The student knows that values influence one's choices, judgments, attitudes, and behavior in both new and familiar situations.	P I U H	K8	3 9	4		(C)Decision-making (V)Self-knowledge
7. The student is able to identify the values that determine his or her judgments, attitudes, or behavior.	P I U H	P44 P64	9	4		(V)Self-knowledge

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
8. The student is able to determine the scope of a personal value (e.g., private preference, peer group or social norm, broadly applicable principle).	P I U H	P24 P44 P64	3 9	4		(V) Self-knowledge (V) Discrimination
9. The student is able to compare intensities of his or her commitment to particular values.	P I U H	P45 P64	9	4		(V) Self-knowledge
10. The student is able to identify the source of a personal value (e.g., when, where, how it was acquired).	P I U H	P21 P64	9	4		(V) Self-knowledge
11. The student is able to identify personal experiences which have reinforced or challenged particular values.	P I U H	P44 P64	9	4		(V) Self-knowledge
12. The student is able to clarify the assumptions which support particular values (e.g., identify knowledge and beliefs, determine their validity).	P I U H	P21 P22 P23 P24 P64	9	4		(V) Self-knowledge (V) Rationality
13. The student is able to distinguish between facts, opinions, and explanations.	P I U H	P45	9	4		(V) Discrimination
14. The student is able to analyze the rationales which support particular values (e.g., the reasoning which ties together the needs, assumptions, and values).	P I U H	P22 P43 P64	9	4		(V) Self-knowledge (V) Rationality

SECOND LANGUAGE

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
15. The student is able to detect errors or distortions in his or her own thinking (e.g., oversimplifications, illogical sequences).	P I U H	P22 P64	9	4		(V) Self-knowledge (V) Rationality
16. The student knows that the integration of all one's values into a whole composes a value system.	P I U H	G2 K2	9	4		(V) Self-knowledge
17. The student is able to determine relationships between his or her value system and the value system of the culture in which he or she lives.	P I U H	P43	9	4		(C) Culture (V) Self-knowledge
18. The student is able to determine relationships between his or her value system and the value system of other cultures, societies, or groups.	P I U H	P43	9	4		(C) Culture (V) Self-knowledge
19. The student knows that value conflicts occur when different values argue for substantially different responses, decisions, or judgments in a particular situation.	P I U H	K2 K8	9	4	1.1.2	(C) Decision-making (C) Behavior
20. The student knows various kinds of personal value conflicts (e.g., approach-approach, approach-avoidance, avoidance-avoidance).	I U H	K5	9	4		
21. The student knows that personal value conflicts often arise when one is confronted with unfamiliar situations, new ideas, or new ways of thinking.	P I U H	G2 K8	9	4		(V) Self-knowledge
22. The student is able to recognize personal value conflicts	P I U H	P63 P64	9	4		(V) Self-knowledge

SECOND LANGUAGE

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
23. The student knows ways of resolving value conflicts (e.g., identifying and analyzing the opposing values, analyzing the situation or issue over which conflict arose).	P I U H	K7	9	4		(V) Problem-solving
24. The student knows that as one traces the sources of and reasoning behind each of the values at issue, unifying principles may emerge which effectively resolve a value conflict.	P I U H	G2 K4 K8	9	4		(V) Problem-solving (V) Self-knowledge
25. The student knows that personal value conflicts may be resolved as first impressions, assumptions, or misinterpretations about a situation are corrected (e.g., one acquires sufficient and valid knowledge, distinctions between relevant and irrelevant values emerge, priorities and criteria may be established which are appropriate to the situation).	P I U H	G2 K8	9	4		(V) Problem-solving (V) Accuracy (V) Clarity
26. The student knows that value conflicts may be resolved through reinterpretation or restructuring of values.	P I U H	G2 K8	9	4		(V) Flexibility
27. The student is able to use conventional problem-solving procedures to resolve personal value conflicts (e.g., acquiring, validating, interpreting information; constructing alternatives, predicting and evaluating consequences; choosing valid alternative; evaluating out-).	P I U H	P63	9	4		(V) Problem-solving (V) Decision-making

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
28. The student is able to suspend judgments or decisions until values and situations have been adequately clarified (e.g., avoid making snap judgments or acting on first impressions).	P I U H	P62	9	4		(V)Judgment (V)Decision-making
29. The student is able to establish priorities.	P I U H	P47 P62	9	4		(V)Judgment (V)Decision-making
30. The student is able to restructure values in response to increasing knowledge and skills, changing needs, or changing situations.	P I U H	P64	9	4		(V)Flexibility (V)Problem-solving (V)Self-direction
31. The student is able to direct and control his or her own behavior to be consistent with appropriate values in new situations.	P I U H	P65	9	4		(V)Self-direction (V)Self-discipline

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal						
1. The student knows reasons for clarifying one's knowledge of other people's values (e.g., accurate interpretation of behavior, resolution of interpersonal conflicts, increased group effectiveness, friendship, increased general understanding).	P I U H	K8	3 9	1 2 4	1.1.1 1.1.3	(V) Clarity (V) Understanding (V) Respect for others
2. The student knows reasons why humans often misinterpret one another's values or motives (e.g., misinterpretation of spoken or written words; bias from prior assumptions; limiting effect of roles, patterns, norms in structured group situations).	P I U H	K8	3 9		3.	(C) Communication (V) Respect for others (V) Understanding
3. The student is able to recognize personal assumptions or expectations which might bias his or her interpretation of another person's message and intentions.	P I U H	P24		4 5	1.1.1	(V) Rationality (V) Judgment (V) Self-knowledge
4. The student knows techniques for clarifying messages and intentions directly communicated by others (e.g. communication skill strategies, questioning procedures, role playing, simulation games, structured group problem solving).	P I U H	K7	3 9			(V) Resourcefulness (V) Clarity

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P I U H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal (Cont.)						
5. The student is able to use interpersonal communication skills to clarify another person's value position, intentions, motives, or feelings (e.g., paraphrase, perception check, behavior description, description of feelings, giving and receiving feedback).	P I U H	P65 P74	9	4 5	2.1.3	(V)Communication (V)Accuracy (V)Clarity (V)Utility
6. The student is able to formulate questions according to the kind of response needed for clarification (e.g., direct recall, divergent, convergent).	P I U H	P66	9	5	2.1.3	(V)Clarity (V)Ingenuity
7. The student is able to use structured group activities as a means of discovering the values and rationales of other group members (e.g., role playing, simulations, problem solving).	P I U H	P65	3 9			(V)Resourcefulness (V)Participation (V)Cooperation (V)Insight
8. The student knows methods of analyzing spoken or written value statements (e.g., distinguishing between types of statements, examining supporting rationales).	I U H	K2 K7	3 9			(V)Rationality (V)Judgment (V)Resourcefulness
9. The student is able to distinguish value statements (opinions, ratings, judgments, etc.) from statements which describe or define.	P I U H	P45	3 9			(V)Discrimination
10. The student is able to identify and analyze the facts, definitions, and logic supporting a value statement.	P I U H	P22	3 9			(V)Rationality (V)Insight

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classification (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal (Cont.)						
11. The student is able to determine the validity of his or her initial inferences about the motives, needs, or rationales underlying a value statement (e.g., that's dumb; that's un-American; that's wrong; that's right).	P I U H	P24 P47	3 9		1.1.1	(V)Self-knowledge (V)Judgment
12. The student is able to determine sources and causes of values which differ from his or her own (e.g., basic needs served, sociocultural conditions in which values developed, personal experiences and individual characteristics of the person who holds the values).	P I U H	P44	3 9		1.1.1	(V)Respect for others (V)Insight
13. The student is able to suspend personal judgment about another until impressions and interpretations have been clarified.	P I U H	P62 P64	3 9			(V)Judgment (V)Respect for others
14. The student is able to construct alternative solutions to interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings.	P I U H	P63	9			
15. The student is able to work cooperatively with others in solving interpersonal or intergroup conflicts.	P I U H	P65	3 9			

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal						
1. The student knows reasons for clarifying the values and value positions of groups or societies (e.g., analyzing social problems; judging social, economic and political issues; determining implications of personal actions; restructuring personal values; increasing understanding of other cultures).	P I U H	K8	3 9	1 2 4	1.1.1	(V)Clarity (V)Understanding (V)Respect for others
2. The student knows reasons why a successful democracy depends upon the effective participation of individual citizens in making decisions which affect them (e.g., "Eternal vigilance is the price of liberty.").	P I U H	G1 K9	3 9	2 4		(V)Participation (V)Democracy (V)Decision-making (V)Responsibleness
3. The student knows sources of information about the values of a group, society, or culture (e.g., classic, folk, and popular literature, music, art; events reported in news media; research of social sciences; personal observations).	P I U H	K6	3 9	2 4	1.2 1.3	(C)Culture (C)Research (V)Inquiry (V)Respect for others
4. The student knows ways of clarifying and validating personal inferences about the values of a group, society, or culture (e.g., inquiry processes; use of conventional model for analysis and resolution of problems).	P I U H	K2 K7	3	4		(C)Culture (V)Inquiry (V)Clarity (V)Objectivity
5. The student knows ways in which social, economic, and political problems are related to value conflicts between groups.	P I U H	K8 K10	3	2 4		(C)Society (V)Interrelatedness (V)Problem-solving

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
6. The student knows procedures used to analyze a societal problem or conflict (e.g., identify issue; identify parties; identify value positions, rationales and needs; clarify factual and definitional problems; construct and test alternative solutions).	P I U H	K2 K7	3	4		(V)Problem-solving (V)Resourcefulness
7. The student is able to identify issues or questions over which groups disagree.	P I U H	P44	3 9	4 9		(V)Problem-solving
8. The student is able to identify parties or values in conflict over a societal issue (e.g., industry vs. environmentalists).	P I U H	P63	3 9			
9. The student is able to identify the value positions represented by parties in conflict over a societal issue.	P I U H	P63	3 9			
10. The student is able to determine the facts which support various value positions on a societal issue.	P I U H	P63	3 9			
11. The student is able to identify communication problems which may exist between parties in a conflict over a societal issue (e.g., differing definitions or associations of terms).	P I U H	P63	1 9			

1. Values and second language
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
12. The student is able to identify arguments or rationales being used to support various positions on a societal issue.	P I U H	P24 P63	3 9			
13. The student is able to identify needs which underlie the value positions of groups in disagreement.	P I U H	P63	3 9			
14. The student is able to construct alternative solutions to societal conflicts based on adequate knowledge of the values and needs of all groups involved.	P I U H	P63	3 9	4		
15. The student is able to weigh costs and benefits of alternative solutions to each group involved in a societal conflict.	P I U H	P47 P63	3 9			
16. The student is able to make personal decisions and judgments based on adequate knowledge of their societal implications.	P I U H	P24 P62	3 9	4		

1. Values and second language
1.2 Valuing conditions which promote communication in second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.1 Societal						
1. The student values a society committed to the continual expansion of human knowledge.	P I U H	V	1 3	1 5	9.2	(V) Knowledge
2. The student values a society which provides freedom and resources to inquire.	P I U H	V	4 9	1 3 5	9.2	(C) Freedom (C) Technology (V) Inquiry
3. The student values a society which provides freedom to express and communicate ideas, facts, and opinions.	P I U H	V	3 9	1 4 5		(C) Communication (C) Freedom
4. The student values a society in which means of communication are generally available, such as telephone, television, printing, and photography.	P I U H	V	1 3 9	1 5		(C) Communication (V) Communication
5. The student values a literate society, characterized by knowledge and use of languages, mathematics, art forms, etc. at all socio-economic levels.	P I U H	V	1 3 9	1 5		(V) Communication
6. The student values a society characterized by knowledge of and respect for the languages, arts, beliefs, and histories of diverse racial and cultural groups.	P I U H	V	1 3 9	1 2		(V) Culture (V) Diversity (V) Respect for others
7. The student values a society in which individuals and groups with differing cultural heritages are able to communicate freely and cooperatively.	P I U H	V	1 3 4	1 2 5		(V) Culture (V) Diversity (V) Communication

1. Values and second language
1.2 Valuing conditions which promote communication in second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.1 Societal (Cont.)						
8. The student values a society in which individuals participate in making decisions which may affect them.	P I U H	V	3 9	1 4 5		(V) Decision-making (V) Participation
9. The student values a society in which individuals have the freedom and resources to travel.	P I U H	V	3 4	1 2		(C) Transportation (V) Mobility

SECOND LANGUAGE

1. Values and second language
1.2 Valuing conditions which promote communication in second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Personal						
1. The student values diversity in human thought, language, culture, and experience.	P I U H	V	1 3	1 2	3. 4.4 9	(V)Diversity (V)Life (V)Respect for others
2. The student values curiosity.	P I U H	V	3 9	5		(V)Curiosity
3. The student values self.	P I U H	V	2 9	2 4		(V)Self
4. The student values imagination and intellectual flexibility.	P I U H	V	1 3 4	4 5		(V)Imagination (V)Flexibility
5. The student values the ability to adjust or adapt to change.	P I U H	V	3 4 9	2 4 5	9.1	(V)Flexibility
6. The student values the rights, needs, values, and feelings of others	P I U H	V	3	1		(V)Respect for others (V)Rights, human
7. The student values awareness of one's relationships to others.	P I U H	V	2 3 4 6	2	9.	(V)Insight (V)Self-knowledge (V)Interdependence
8. The student values accurate knowledge of the thoughts, feelings, values, and needs of others.	P I U H	V	2 3 6 7	2		(V)Accuracy (V)Knowledge (V)Respect for others
9. The student values the ability to communicate accurately and openly with others.	P I U H	V	2 4 6	1 2		(V)Communication (V)Accuracy (V)Openness (V)Mastery

1. Values and second language
1.2 Valuing conditions which promote communication in second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Personal (Cont.)						
10. The student values the ability to understand information communicated by others.	P I U H	V	6 7	5		(V) Understanding (V) Communication
11. The student values knowledge of everyday life in other cultural settings (e.g., life styles, life roles of individuals, patterns of thought and interaction).	P I U H	V	3	1 2	9.2	(V) Culture (V) Insight (V) Knowledge
12. The student values access to the accumulated knowledge of other cultures.	P I U H	V	3 7 9	1	9.3	(V) Knowledge (V) Inquiry (V) Culture
13. The student values the aesthetic expressions of other cultures (e.g., music, art, architecture, drama, dance, literature; design and decoration of tools and household objects; cooking; ceremonial forms; etiquette; humor).	P I U H	V	3 7	1	9.3	(V) Aesthetic sensitivity (V) Knowledge (V) Culture
14. The student values knowledge of the events, conditions, and ideas which have influenced the development of cultures and their languages.	P I U H	V	1 3	1	3. 4.4 9.1	(V) Knowledge (V) Culture (V) Insight
15. The student values contributions of other cultures to contemporary American life (e.g., values, attitudes, customs; economic and political systems; language, science, technology, arts, religion).	P I U H	V	3	1 2	4.4.2 9.	(C) Society (V) Interdependence (V) Culture (V) Respect for others (V) Social perspective

1. Values and second language
1.2 Valuing conditions which promote communication in second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Personal (Cont.)						
16. The student values his or her cultural-linguistic heritage.	P I U H	V	1	2	9.1	(V) Cultural heritage (V) Self-respect
17. The student values the ability to make rational and informed decisions and judgments about personal, societal, or international issues.	P I U H	V	9	4 5		(V) Decision-making (V) Responsibleness (V) Judgment

1. Values and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.3 Valuing second language						
1. The student values a second language as a means of gaining skills which are useful to him both personally and occupationally.	P I U H	V	3 6	3 5	10.	(V)Mastery (V)Utility (V)Resourcefulness
2. The student values the role of second language in meeting the social, psychological, and aesthetic needs of individuals and societies.	P I U H	V	1 2 4		9.	(V)Quality of life
3. The student values second language as a means of gaining added insights into one's native language (e.g., structure, derivation).	P I U H	V	1 4		3. 4.	(V)Insight
4. The student values second language as a means of gaining added insights into the nature and functions of human communication (e.g., relationships of language to thought, culture, values, behavior).	P I U H	V	1 3 4	1	3. 4.	(V)Insight (V)Communication
5. The student values the broadening personal perspective (world view) gained through study of a second language and the culture in which it developed.	P I U H	V	3 4		9.	(V)Knowledge (V)Perspective
6. The student values cultural differences and commonalities revealed in a study or use of a second language.	P I U H	V	1 3 4	1	9.	(V)Diversity (V)Unity (V)Culture (V)Respect for others

1. Values and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.3 Valuing second language (Cont.)						
7. The student values the role of a second language in increasing his or her knowledge and appreciation of ethnic groups in American society (e.g., Chicanos, Puerto Ricans in New York; French in New Orleans).	P I U H	V	3 4	1	9.1	(V) Respect for others (V) Social sensitivity (V) Understanding
8. The student values the role of second language study in increasing his or her understanding of societal processes and interactions, and their effects on the development of culture and language.	P I U H	V	1 3 4	1	9.	(V) Social perspective (V) Knowledge (V) Insight
9. The student values the interaction with other people made possible by second language study and use.	P I U H	V	1 2 4 6 8		5. 6.	(V) Interpersonal relations (V) Communication
10. The student values the ability to acquire, validate, and use information printed or written in the second language.	P I U H	V	4 7 9		2.1.1 7.	(V) Inquiry (V) Mastery (V) Resourcefulness
11. The student values mastery of skills which enable one to use resources not available in one's native language.	P I U H	V	4 7 9	5	5. 7.	(V) Resourcefulness (V) Mastery (V) Inquiry
12. The student values the ability to write effectively in the second language.	P I U H	V	2 4 8 9		8.	(V) Mastery (V) Communication

1. Values and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.3 Valuing second language (Cont.)						
13. The student values the enhanced enjoyment of travel made possible by study and use of the second language.	P I U H	V	2 4			(V) Pleasure
14. The student values the use of second language skills in leisure time activities.	P I U H	V	2 4			(V) Self-fulfillment (V) Mastery
15. The student values the role a second language plays in meeting society's needs for communication among countries and cultures.	P I U H	V	1 4	1 5	9.	(C) Communication (V) Community (V) Communication

SECOND LANGUAGE

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (See also 7. Reading)						
1. The student knows ways in which reading skills contribute to personal growth and effectiveness (e.g., increased resourcefulness; access to experiences and ideas of people in other times and places; enjoyment; access to new skills, tools, information needed for decision-making).	P I U H	K8	1 7 9	5		(V) Growth and development (V) Self-fulfillment
2. The student knows reasons why skills in locating, selecting, and interpreting written or printed information are essential to effective living in modern societies.	P I U H	K8 K9	7 9	5		(V) Mastery (V) Inquiry (V) Resourcefulness (V) Quality of life
3. The student knows ways in which the effectiveness of personal decisions, judgments, or problem solutions depends on one's ability to evaluate the material one reads (e.g., authenticity, accuracy, adequacy, relevance).	P I U H	K8 K9	7 9	5		(V) Decision-making (V) Problem-solving (V) Judgment
4. The student knows the practical necessity for skills in reading and following directions.	P I U H	G2 K9	7 9	5		(V) Utility
5. The student knows principles and procedures used to decode written or printed words.	P	K2 K7	7 9	5		(V) Resourcefulness
6. The student is able to apply basic perception skills to reading (e.g., visual-motor coordination, concentration).	P	P41 P65	7 9	5		(V) Mastery (V) Utility (V) Perception

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
. The student is able to apply phonetic principles to pronouncing unfamiliar words.	P I U H	P41	7 9	5		(V)Mastery (V)Utility
8. The student is able to identify a word from context clues (e.g., the way it is used in a sentence).	P I	P41	7 9	5		(V)Mastery (V)Utility
9. The student is able to distinguish between the root, prefix, and suffix of a word.	P I	P45	7 9	5		(V)Mastery (V)Utility
10. The student is able to use roots and affixes to help identify words.	P I	P41	7 9	5		(V)Mastery (V)Utility
11. The student is able to recognize parts of compound words.	P I	P41	7 9	5		(V)Mastery (V)Utility
12. The student is able to combine phonetic and structural analysis with context clues to identify or recognize words.	P I	P41	7 9	5		(V)Mastery (V)Utility
13. The student knows principles, procedures, and resources which aid comprehension of what is read.	P I U H	K2 K6	7	5		(V)Resourcefulness
14. The student is able to use standard references to clarify meanings of unfamiliar words (e.g., dictionary, thesaurus, glossary).	P I U H	P41 P65	7 9	5		(V)Mastery (V)Utility

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
15. The student is able to clarify ideas by relating written text and accompanying illustrations, tables, maps, etc.	P I U H	P41 P44	7 9	5		(V)Clarity
16. The student knows that meanings of words, phrases, etc. may be clarified as one attempts to record and organize information.	P I U H	G2 K8	7 9	5		(V)Clarity (V)Organization
17. The student is able to recognize main and supporting ideas in a paragraph or selection	P I U H	P33 P45	7 9	5		(V)Understanding (V)Organization
18. The student is able to use study skills as aids to comprehension (e.g., note-taking, summarizing, abstracting, outlining).	I U H	P65	7 9	5		(V)Mastery (V)Utility
19. The student is able to classify ideas contained in reading materials, according to subject, time, place, mood, character, etc.	I U H	P33	7 9	5		
20. The student is able to locate and use supplementary or related resources to increase comprehension of what is read (e.g., audio-visuals, resource people).	P I U H	P65	7 9	5		(V)Resourcefulness (V)Utility
21. The student is able to clarify meanings of words, phrases, etc. through communication with others.	P I U H	P65 P74	7 9	5	1.1.2 2.1.3	(V)Clarity (V)Communication

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
22. The student knows that reading strategies and speeds vary with the nature of the work and with one's purpose or objective (e.g., to acquire specific information for inquiry, problem-solving, decision-making; to build skills; for pleasure; for intellectual exploration).	P I U H	G2 K2 K8	7 9	5		(V)Utility (V)Flexibility (V)Efficiency
23. The student is able to identify his or her purpose or objective in reading a particular selection.	P I U H	P23	7 9	5		(V)Self-knowledge (V)Efficiency
24. The student is able to determine the theme, mood, or author's purpose from a work's title, introductory pages, organization, and format.	P I U H	P42	7 9	5		(V)Insight (V)Resourcefulness (V)Discrimination
25. The student is able to skim read the text of a work to survey its format and style, quickly determine main ideas, locate specific details, or review content.	P I U H	P41 P65	7 9	5		(V)Efficiency (V)Utility
26. The student is able to determine the relevance of a selection to his or her prupose for reading.	P I U H	P23	7 9	5		(V)Discrimination (V)Efficiency (V)Objectivity
27. The student is able to select and use reading strategies appropriate to the nature of the material and to his or her objectives (e.g., skim reading, reading slowly for content, reading for impressions).	P I U H	P23 P65	7 9	5		(V)Resourcefulness (V)Mastery (V)Discrimination (V)Efficiency

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
28. The student is able to read aloud with accuracy and clarity.	P I U H	P41 P65 P74	7 9	5	2.1.3	(V)Accuracy (V)Clarity (V)Mastery
29. The student knows that standards and procedures used to evaluate reading materials vary with the nature of the material and the purpose for reading (e.g., information, pleasure, skills-building, exploration).	P I U H	G2 K9	7 9	5		(V)Judgment (V)Flexibility
30. The student knows that informative or persuasive materials may be judged on the basis of their objective validity (e.g., authoritativeness of sources, adequacy and accuracy of information).	P I U H	K9	7 9	5		(V)Judgment (V)Objectivity
31. The student knows ways to determine the validity of facts, generalizations, hypotheses, or arguments (e.g., comparison with other sources; experimentation, observation; logical analysis).	P I U H	K2 K7	7 9	5		(V)Judgment (V)Problem-solving (V)Rationality
32. The student is able to organize and relate information from several sources.	I U H	P65	9	5		(V)Organization (V)Resourcefulness
33. The student is able to authenticate sources of information contained in reading materials (e.g., check dates, professional reputations, validity of data and interpretations represented).	I U H	P21	9	5		(V)Resourcefulness (V)Utility (V)Inquiry

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
34. The student is able to evaluate the adequacy, accuracy, and logical consistency of information contained in reading materials (e.g., check scope and methods of research which produced data and conclusions; detect unsupported statements, distortions, omissions, oversimplifications, bias).	I U H	P22 P23	9	5	1.1.3	(V) Inquiry (V) Resourcefulness (V) Utility (V) Rationality
35. The student knows that personal judgments about the quality or significance of a work depend on one's own values, impressions, and responses i.e., they are subjective judgments.	I U H	G2 K8 K9	9	5	1.1.1	(V) Aesthetic judgment (V) Discimination (V) Self-knowledge
36. The student knows conventional standards for judging the literary or artistic merit of what is read.	I U H	K9	7 9	5		(V) Aesthetic judgment
37. The student knows conventional standards for judging the historical, social, or philosophical significance of a work.	I U H	K9	3 7 9	5		(V) Social perspective
38. The student is able to evaluate the quality or significance of what is read according to appropriate criteria.	I U H	P4 P62	7	5		(V) Judgment (V) Discrimination (V) Flexibility

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Reading (Cont.)						
39. The student is able to read and follow written or printed instructions.	P I U H	P41 P65	7 9	5		(V)Mastery (V)Utility (V)Resourcefulness
40. The student is able to evaluate the clarity and usefulness of materials intended to give directions or instructions (e.g., guides, manuals, programmed materials).	P I U H	P23 P24	7 9	5		(V)Clarity (V)Utility (V)Discrimination (V)Objectivity

SECOND LANGUAGE

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (see also Section 8. Writing)						
1. The student knows that there are various purposes for writing including (1) to inform, (2) to explain, (3) to entertain, (4) to persuade.	P I U H	G2 K5	2 8 9	4		(C)Communication
2. The student knows that writing can help a writer clarify feelings and ideas even though there may be no intended audience for the writing.	P I U H	G2 K8	2 8 9			(V)Self-expression (V)Clarity
3. The student is able to write out of his or her own experience, internal as well as external.	P I U H	P67 P75	2 8 9		1.1.1	(V)Self-expression (V)Self-knowledge
4. The student is able to generate material and ideas for his or her topic through reading, thinking creatively and analytically, observing, and talking with others.	P I U H	P67	2 8 9			(V)Resourcefulness (V)Ingenuity (V)Creativity
5. The student is able to stay with an idea long enough to see it develop and change.	P I U H	P67	2 8 9		1.1.1	(V)Perseverance
6. The student is able to choose language, style and format that are appropriate to one's purpose and audience.	P I U H	P21 P7[illegible]		5		(V)Discrimination
7. The student is able to write in formal and informal language to meet the requirements of the situation.	I U H	P21 P75	2 8 9	5		(V)Flexibility

SECOND LANGUAGE

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (Cont.)						
8. The student knows technical skills which aid effective writing (e.g., ability to write legibly, organize materials and ideas; spelling, punctuation, grammar skills; proofreading, editing, evaluation skills).	P I U H	K2	8 9	5		
9. The student is able to write upper and lower case letters in manuscript and/or cursive form.	P	P75	8 9	5		(V)Mastery (V)Utility
10. The student is able to organize his or her material in a logical sequence as determined by the subject, purpose, and audience.	I U H	P34 P75	8 9	5		(V)Organization
11. The student is able to use a tentative outline as a guide for writing.	I U H	P75	8 9	5		(V)Organization
12. The student is able to select and pattern sentences and paragraphs according to the overall structure and purpose of his composition.	I U H	P75	8 9			(V)Discrimination (V)Organization
13. The student knows that in coherent and unified writing the sentences and paragraphs are inter-related and connected.	I U H	G2 K3	8 9			(V)Clarity (V)Organization

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (Cont.)						
14. The student is able to write sentences omitting constructions that are frequently inappropriate: run-on sentences, sentence fragments, faulty tense changes, nonagreement, nonparallel construction.	I U	P75	8 9			(V)Clarity (V)Organization (V)Mastery
15. The student knows that paragraphs can combine elements of description, narration, exposition, and argumentation.	I U H	K3 K5	8 9			
16. The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.	I U	P75	8 9			(V)Organization (V)Mastery
17. The student is able to use original expressions in his writing, avoiding inappropriate cliches, bad puns, etc.	P I U H	P75	2 8 9			(V)Originality (V)Creativity
18. The student is able to write an introductory statement that includes the thesis of the composition, presents a key to the structure of the composition, and offers an appeal and interest to the reader.	U H	P37 P75	8 9			(V)Organization (V)Mastery

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (Cont.)						
19. The student is able to write a concluding statement that embodies the controlling idea of the composition without simply repeating exactly what has already been written.	U H	P37 P75	8 9			(C)Invention (V)Clarity
20. The student knows ways in which correct spelling, punctuation, grammar, and sentence structure improve the clarity and effectiveness of a finished composition.	P I U H	K8 K9	8 9	5		(V)Clarity (V)Communication
21. The student knows appropriate uses of punctuation marks (e.g., period, comma, question mark, semicolon, colon, quotation marks, parentheses).	P I	K2	9			
22. The student is able to recognize letter reversals, questionable spellings, incorrect use of capital or lower case letters, and inappropriate spacing in his or her own written work.	P I	P47 P75	9			(V)Discrimination (V)Accuracy
23. The student is able to proofread rough and final copies of written work, checking for spelling, grammar, syntax, punctuation, and legibility.	I U H	P47 P75	9	5		(V)Mastery (V)Utility
24. The student is able to use appropriate resources and procedures to correct composition errors.	P I U H	P65 P75	9	5		(V)Resourcefulness (V)Accuracy

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (Cont.)						
25. The student knows that editing one's own writing involves evaluation or criticism of overall coherence, organization, style, etc., as well as proofreading for technical accuracy.	I U H	G2 K9	9	5		(V)Discrimination (V)Organization
26. The student is able to develop or select criteria for evaluation of his or her writing.	I U H	P47	9	5	1.1.1 1.1.3	(V)Resourcefulness (V)Discrimination (V)Judgment
27. The student is able to evaluate the organization and clarity of his or her written work (e.g., topic limited to permit specific treatment; main paint or purpose of writing made clear; topic sentence for most paragraphs; transitional words or phrases to connect parts).	I U H	P47 P65	9	5		(V)Organization (V)Clarity (V)Judgment
28. The student is able to evaluate his or her choice of language in written work (e.g., economy of expression; avoidance of irrelevancies; clarity of meaning; style, tone, mood appropriate to purpose and audience).	I U H	P47 P65	9	5		(V)Discrimination (V)Sensitivity (V)Judgment

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Writing (Cont.)						
29. The student knows conventional forms for specialized kinds of writing (e.g., business letters, social forms, reports and research papers, poems, scripts).	I U H	K2	9	5	10.4	(V)Resourcefulness (V)Utility
30. The student is able to write business letters that are concise, courteous, and in appropriate form (e.g., headings, date spacing, greetings, signature).	U H	P75	9	5		(V)Organization (V)Mastery (V)Utility
31. The student is able to write common social forms: messages, directions, personal letters, thank you notes.	I U H	P75	9	5		(V)Mastery (V)Utility
32. The student is able to use conventional format and notation for writing reports, research papers, reviews, etc. (e.g., footnotes, bibliography).	H	P75	9			(V)Organization
33. The student is able to use appropriate conventions in writing poems, plays, or other literary forms.	U H	P75	2 8 9			(V)Organization

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (see also 5. Listening; 6. Speaking)						
1. The student knows that the purpose for speaking or listening varies according to the situation, and affects one's choice of responses.	P I	G2 K5 K8	2 5 9	5	1.1.2	(V)Communication
2. The student is able to identify his or her purpose or intention in speaking or listening.	P I U H	P12 P74	2 5 9	5	1.1.2	(V)Communication (V)Self-knowledge
3. The student knows factors affecting the clarity and accuracy of interpersonal communications (e.g., articulation of words; choice of language, gestures; intentions and expectations of speaker and listener).	P I U H	K8	6 9	5		(V)Communication (V)Clarity (V)Accuracy
4. The student knows that speaking clearly involves using adequate volume for words to be understood, and enunciating distinctly.	P I U H	K7 K9	5 9	5		(V)Communication (V)Clarity
5. The student knows that the larger the audience, the more care must be given to articulation.	P I U H	G2 K8	5 9			(V)Clarity
6. The student is able to articulate sounds and words clearly to achieve intelligible speech.	P I U H	P7		5		(V)Mastery (V)Utility (V)Communication

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (Cont.)						
7. The student knows that alternative meanings are possible through variations in intonation (e.g., pitch, stress, pause).	I U H	G2 K8	5 6 9	5		(V)Communication (V)Clarity
8. The student knows ways in which "body language" affects communication.	I U H	K8	2 6 9	5		(V)Communication
9. The student knows that gestures include movements of the head, feet, arms, and body, as well as facial expressions.	P I U H	K3	2 6 9			
10. The student knows that face-to-face communication involves interaction between speaker and listener, including eye contact, nonverbal expressions, responses, etc.	P I U H	K7	2 6 9	5		(V)Communication (V)Interaction
11. The student is able to coordinate verbal and non-verbal expressions so that one's message may be clearly understood (e.g., choose and articulate words, direct responses to eliminate confusion, double messages).	I U H	P65	2 6 9	5		(V)Communication (V)Clarity (V)Accuracy

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (Cont.)						
12. The student knows ingredients of effective group work, including basic information, logical thinking before and during discussion, attitudes conducive to cooperation and achievement, and effective communication skills.	I U H	K3 K9	2 6 9	5		(C)Group process (V)Efficiency (V)Communication (V)Interpersonal relations
13. The student is able to use basic elements of courtesy in person-to-person or group conversation.	P I U H	P65	2 6 9	5	1.1.2	(V)Communication (V)Courtesy (V)Respect for others
14. The student knows a range of purposes and forms in speaking (e.g., conversation, storytelling, discussion, reporting, giving directions, explaining, dramatization, dramatics, reading orally).	P I	K5	2 6 9			
15. The student knows the purpose of each of the classifications of speeches: informative, persuasive, entertaining, inspirational.	U H	K5	2 6 9			
16. The student is able to adapt the formality of his or her speech, both language and content, to the audience being addressed.	U H	P6 P7				(V)Flexibility (V)Judgment (V)Resourcefulness

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (Cont.)						
17. The student is able to select and use speech forms and styles which are appropriate to his or her audience and purpose.	P I U H	P33 P65 P67	6 9			(V)Resourcefulness (V)Flexibility (V)Judgment
18. The student knows purposes for listening in a variety of situations (e.g., receiving information, understanding conversation, enjoyment, inspiration, courtesy).	P I U H	K7 K8	6 9	5		(V)Communication (V)Clarity (V)Understanding
19. The student knows listening skills which aid accurate perception and interpretation of what is heard (e.g., distinguishing message from noise, concentrating attention, suspending judgment).	P I U H	K7 K8	6 9	5		(V)Communication (V)Clarity (V)Understanding
20. The student is able to concentrate his or her attention on what another person is saying in conversation or discussion (e.g., avoid distractions or simply waiting for a turn to talk).	P I U H	P12 P65	6 9	5		(V)Self-discipline (V)Openness (V)Respect for others
21. The student is able to listen constructively and courteously in conversation or discussion (e.g., avoid interrupting; display interest and involvement; respond appropriately).	P I U H	P12 P65	6 9	5		(V)Self-discipline (V)Openness

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (Cont.)						
22. The student is able to use appropriate forms and procedures to aid recall and interpretation of information one hears (e.g., note-taking, tape recording).	I U H	P65	9	5		(V)Communication
23. The student is able to use appropriate strategies to clarify meanings of what is heard (e.g., questioning, conversation; locating and using supplementary information).	P I U H	P65	6 9	5		(V)Clarity (V)Resourcefulness (V)Communication
24. The student knows that listening is enhanced and made meaningful if one is able to relate what is heard to one's own perceptions, experience, ideas, or feelings as he or she listens (e.g., visualize objects, events; associate concepts).	P I U H	G2 K8	2 6 9	5		(V)Understanding (V)Pleasure (V)Communication
25. The student is able to use basic conventions and courtesies of audience listening (e.g., silence, attention, participation in appropriate group response).	P I U H	P12 P65	6 9	5		(V)Courtesy (V)Communication (V)Social sensitivity
26. The student is able to listen for and detect a particular kind of expression, sound, piece of information, etc., according to his or her purpose.	P I U H	P1. P65		5		(V)Discrimination (V)Sensitivity

2. Basic education and second language
2.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Current Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Speaking and listening (Cont.)						
27. The student is able to use listening as a means of aesthetic satisfaction (e.g., listening to stories, poetry, music, natural sounds).	P I U H	P12 P61	4 9	5		(V)Aest sens (V)Plea (V)Self- fulf
28. The student is able to use audio equipment appropriately for various listening purposes.	P I U H	P12 P65	9	5		(V)Reso (V)Utili

2. Basic education and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2 Mathematical skills						
1. The student knows situations in which basic math skills aid effective use of a second language (e.g., foreign travel; money management, rates of exchange, scheduling; reading and research in second language; comprehending economics of another society, group, culture).	P I U H	K6	10			(V)Utility
2. The student knows the place value represented by each digit in a whole or decimal number.	P	K2	10			
3. The student knows the difference between cardinal and ordinal numbers.	P	K3 K5	10			
4. The student is able to estimate answers to simple addition, subtraction, multiplication, and division problems.	P I U	P51	10			
5. The student is able to add, subtract, multiply and divide whole, decimal, and fractional numbers.	P I U	P35 P63	10			(V)Mastery (V)Utility
6. The student is able to check answers arrived at through addition, subtraction, multiplication, or division.	P I U	P22 P35	10			(V)Mastery (V)Utility
7. The student knows that measurement systems are not universally the same.	P	G2 K5	10			(C)Measurement

2. Basic education and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2 Mathematical skills (Cont.)						
8. The student knows the equivalent values of units within a system of measurement (e.g., 12 inches=1 foot).	P I U H	K2	10			(C)Measurement
9. The student is able to use metric terms, units, and measurement instruments.	P I U H	P35	10	5		(V)Mastery (V)Utility
10. The student is able to use basic computational skills in the second language (e.g., reading a 24 hour clock, converting clothing size, changing fahrenheit to centigrade).	P I U H	P35 P65	10		9.2	(V)Mastery (V)Utility
11. The student knows the value associated with each symbol used in the Roman numeral system.	P	K2	10			
12. The student knows uses of the Roman numeral system in the second language.	P	P65	10			
13. The student knows monitary systems used in countries where the second language is spoken (e.g., names and denominations of coins and bills, rates of exchange).	I U H	K2	10			
14. The student is able to convert money values from one monetary system to another.	I U H	P35	10	5		(V)Mastery (V)Utility (V)Resourcefulness

3. The function of the language in society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3. The function of the language in society						
1. The student knows the location and use of print and nonprint materials related to the function of the language in society (e.g., card catalog: "Language and Languages," "Philology, Comparative," "Communication"; SUBJECT GUIDE TO BOOKS IN PRINT: "Language and Languages," "Bilingualism," "Communication"; READER'S GUIDE: "Language and Languages," "Sematics," "Speech"; LEARNING DIRECTORY: "Language, Evolution," "Language, Environment Effect," "Language Change"; area and building audiovisual catalogs: "Language and Languages").	U H	K6	1 2			(C)Resources (V)Inquiry
2. The student knows that a common language serves as a vehicle for the sharing of ideas, information, and experience.	P	G2 K7	1 2		9.3.1 9.3.10	(V)Communication
3. The student knows that speech mastery and acquisition of reading and writing skills enable fuller participation in the second culture.	P	K8	1 6 7 8	3	9.3.1	
4. The student knows that language transmits social beliefs, attitudes, technical inventions, and social conventions.	U H	K7	1 2		9.3.10	(C)Culture

3. The function of the language in society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3. The function of the language in society (Cont.)						
5. The student knows that through language people are able to create, acquire, develop, and transmit culture.	P I U H	K7	1	1	7.1	(C)Culture
6. The student knows that language serves as a means for the solution of personal and social problems in a culture.	P I U H	K7	1 3	5		(C)Social problems (V)Social concern
7. The student knows that language permits people to deal with abstractions (e.g., the soul, beauty).	P I U H	K7	1			(C)Adaptation
8. The student knows that language allows people to store, organize, categorize, and interpret reality within their culture.	P I U H	K7	1 3	5	1.1.2.1 9.3.1	(C)Culture (C)Adaptation
9. The student knows that language provides a means for emotional and intellectual self-expression within a culture.	P I U H	K7	1 3		1.1.2.3 9.2	(C)Culture (V)Self-expression
10. The student knows that the features and structure of a language reflect the social organization and world view of a culture.	U H	K7	1 3		4.2 9.3.1	(C)Culture (C)Social organization (C)World view
11. The student knows that language is creative and evolutionary.	P	G2 K3	1 3		9.3.1	

3. The function of the language in society

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3. The function of the language in society (Cont.)						
12. The student knows that language is regular and systematic although many variations are found within it.	P	G2 K3	1 3		9.3.1	
13. The student knows similarities and differences between signal and symbol systems in communication.	U H	K5	1			(C) Communication
14. The student knows that a requirement for communication, where symbols are the means of communication, is an agreement between sender and receiver of the approximate meanings of the symbols used.	U H	G2 K7	1	1 5		(C) Communication (C) Conventions
15. The student knows that, from language to language, some symbols are universal, but some have different meanings.	U H	K7	1	1 5		(C) Communication (C) Conventions
16. The student knows that in the broadest sense communication includes spoken and written language, nonverbal behavior, attitudes and uses of space and time, the arts, etc.	I U H	K3	1	1		(C) Communication
17. The student knows that no language is linguistically superior to any other language.	U H	G2 K5	1	1		(C) Culture

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4. Nature of the language						
1. The student knows the location and use of print and nonprint materials related to nature of the language (e.g., card catalog: "Language and Languages," "Phonetics," "French Language-Dialects," "Alphabets," "Writing"; SUBJECT GUIDE TO BOOKS IN PRINT: "Listening," "Language and Languages-Etymology," "Writing"; READER'S GUIDE: "Sound Perception," "Speech," "Language and Languages"; LEARNING DIRECTORY: "Language Structure," "Phonology," "Alphabet," "Foreign Language"; area and building audiovisual catalogs: "Phonetics," "Semantics," "Alphabet").	U H	K6	1 5			(C)Resources (V)Inquiry

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.1 Sound system						
1. The student knows that people communicate by using various sounds to convey meaning.	P	K7	1 5		6.1	(C)Communication
2. The student knows that a phoneme is an infinite set of similar sounds, each of which carries the same lexical significance (e.g., an "r" may be pronounced differently by two speakers but the sounds are perceived as "r" and not as something else).	P	K2	1 5			
3. The student knows that conversing in a second language may require the recognition and production of unfamiliar sounds (e.g., the French "K"; the Swahili "clicking" sound).	P	K5	1 5		6.1	(C)Communication
4. The student knows similarities and differences between the sound systems of the native and second languages.	P I	K5	1 5		6.1	(C)Sound
5. The student is able to recognize phonetic consistency in vowel and consonant sounds.	P I	P45	1 5		6.1	(C)Sound

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.1 Sound system (Cont.)						
6. The student knows that inflection patterns differ from language to language (e.g., from one of the Romances to a Germanic, or to Japanese).	P I	K5	1 5		6.1	
7. The student knows that rhythm is an ordered recurrent alternation of strong and weak elements in the flow of sound and silence in speech.	I U	K2 K3	1 5		6.1	(C) Rhythm
8. The student knows that patterns of rhythms vary widely among languages, so that "learning the rhythm" is as important as learning grammar to speaking.	I U H	K3	1 5		6.1	(C) Rhythm
9. The student knows that stress involves giving a syllable relative force or prominence.	P I	K2 K3	1 5		6.1	
10. The student knows that a shift in stress sometimes changes the meaning of a word, or may render the word meaningless to a native of the language.	I U	K8	1 5		6.1	
11. The student knows that every language has a system of sounds which is peculiar to that language.	P	K3	1 6		6.1	(C) Sound
12. The student knows essential sound differences which exist between the native language and the second language (e.g., the "th" sound (ϕ) found in the word "thing" does not exist in French).	P	K5	1 6		6.1	(C) Sound

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2 Structure						
1. The student knows that the form of words (morphology) and the arrangement or order of words (syntax) constitute a grammar of a language.	P I U	K2 K3	1 5 8		8.	(C) Communication

4. Nature of the language
4.2 Structure

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1 Morphology						
1. The student knows that a morpheme is a significant unit of meaning (e.g., con, -tion, dis-).	P I	K2	1		8.	(C) Communication
2. The student knows that a free form morpheme can serve as an independent unit of meaning (e.g., mail and man in mailman).	P I	K2 K7	1 8			
3. The student knows that a bound morpheme must be attached to a free morpheme in order to have meaning (e.g., -ment in statement).	P I	K7	1 8		7.2	
4. The student knows that morphemes can be combined to form new meanings (e.g., reopening).	P I	K3 K8	1 8		7.3.2	
5. The student knows the characteristic suffixes, prefixes, and infixes of a language.	P I U H	K3 K5	1 8	5	7.3.1	
6. The student knows the differences in morphology between the native and second languages.	P I	K5	1 6 8		4.4	(C) Diversity
7. The student is able to use a new set of signals to denote meaning (e.g., the markings for past tense in Romance languages).	P I	P65	1 6 8		7.3.1	

4. Nature of the language
4.2 Structure

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.2 Parts of speech						
1. The student knows that morphemes or combinations of morphemes make up words, which are classified as parts of speech.	P I	K3 K5	1 8		7.3.1	
2. The student knows the parts of speech and their usage in the second language.	P I U H	K3 K7	1 8		8.	
3. The student knows that a word, phrase, or clause may function as a part of speech.	P I	K3 K7	1 8		8.	
4. The student knows that nouns, pronouns, verbs, and adjectives may have plural forms.	P I	K3 K5	1 5 8		4.4	
5. The student is able to recognize all singular and plural forms of the same word.	P I		1 8		7.2	
6. The student knows the positive, comparative, and superlative forms of regular and irregular adjectives and adverbs.	I U	K5	1 8		7.2	
7. The student knows that certain words may be changed to adjectives by adding suffixes (e.g., in Spanish, the addition of "oso"; in French, the addition of "eux").	P I	K5 K8	1 8		4.4 7.3.2	
8. The student knows that adverbs may be derived from adjectives (e.g., French: facile - facilement).	P I U H	K5 K8	1 8		4.4 7.3.2	

4. Nature of the language
4.2 Structure

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3 Syntax						
1. The student knows that syntax is the pattern or arrangement of words forming phrases, clauses, and sentences.	P I U	K2	1 6 8		8.	
2. The student knows that placement (order) of words in a phrase, clause, or sentence affects the meaning of the sentence.	P I	K3 K8	1 6 8		7.3.3 8.	
3. The student knows that language has a structural framework which provides grammatical meaning independent of lexical meaning.	P I	G2 K4	1 6 8		4.4 7.3.1	(C) Structure
4. The student knows that there may be syntactical differences between the native language and the second language.	P I	K5	1 6 8		4.4 8.	

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3 Writing systems (See also Section 8, Writing)						
1. The student knows that a grapheme is a written symbol (letter of an alphabet) for a sound.	P	K2	1 8		8.	(C)Symbols
2. The student knows that writing systems are either logographic (character or word writing) or phonographic (sound writing).	P	K5	1 8		4.4 8.	
3. The student knows that in a phonographic alphabetic writing system there are three levels of symbolic structure: (1) the spoken word may denote some sort of object or action, (2) one or more phonemes represent a spoken word, (3) a written symbol denotes a phoneme.	P	K5	1 8		4.1 8.	
4. The student knows that in a logographic writing system there are two levels of symbolic structure: (1) a written symbol which denotes a spoken word or words, (2) the spoken word or words which may denote some sort of object or action.	P	K5	1 8		8.	
5. The student knows that an alphabet attempts to symbolize the phonemes of a language.	P	K2	1 8		8.	

4. Nature of the language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3 Writing systems (Cont.)						
6. The student knows that variations exist between the number of phonemes in a word and the number of letters used to represent them (e.g., the word "phone" has only three phonemes but five graphemes).	P	K5	1 8		4.1 4.4 8.	
7. The student knows that an identical sound in several different languages may be represented by different phonemes.	U H	G2 K3	1			
8. The student knows ways that writing systems may differ in format (e.g., left to right, right to left, alternate directions from line to line, top to bottom, no spacing between words).	P	K3 K5	1 8		4.4 8.	
9. The student knows that the printed and written writing systems may differ (e.g., cursive form differs from manuscript form).	P	K3 K5	1 8		4.4 8.	
10. The student knows different printing systems (e.g., German script, italic).	P	K5	1 8	5	4.4 8.	

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4 Language variety						
1. The student knows that languages, although very different in several cultures, may descend from a common ancestral language (e.g., most European languages have a proto-Indo-European origin).	P	K3	1		9.3.1	
2. The student knows that a language is a collection of dialects, which differ in vocabulary, grammar, and pronunciation.	P I	K2	1 6		9.3.1	
3. The student knows that a speech community is a group of people in fairly constant interaction.	P I	K2	1 3		9.2	(C) Community
4. The student knows that each person participates in more than one speech community.	P I	K5	1 3 6	2	6.3 9.2	(C) Community
5. The student knows that each speaker of a language has a dialect: a characteristic use of pronunciation, grammar, and vocabulary (e.g., my watch is on the fritz).	P I	G2 K5	1 3		9.2	

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4 Language variety (Cont.)						
6. The student knows ways that vocabulary choices are influenced by age, sex, occupation, education, ethnic origin, etc.	U H	K7 K8	1 3 6	2 5	1.1.2 6.3 9.2	
7. The student knows ways in which some second languages vary or are similar from one nation to another (e.g., Portugal, Brazil).	I U H	K5	1	1		(C) Diversity (C) Similarity

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4.1 Dialects						
1. The student knows the major regional dialect areas of the second language.	I U H	K6	1 3		9.3.2	
2. The student knows several major differences between the dialect areas of the second language.	J H	K5	1 3 6	2 5	9.3.2	(C)Diversity
3. The student knows that usage involves choices between social dialects.	P I	K5	1 3 6		6.3 9.3.1	(V)Choice
4. The student knows that a dialect is generally designated as the standard dialect because it is the speech of the influential segment of the population.	P I U H	K2 K8	1 3		9.2 9.3.1	
5. The student knows that speakers of a dialect value their speech as a part of their identity.	P I U H	G2 K3	1 3	1 5	1.3.2 9.3.1	(V)Identity
6. The student knows that usual speakers of both standard and substandard speech commonly use at least one other dialect.	P I U H	K5	1 3 6	1 5	6.3 9.2	
7. The student knows that the appropriateness of formal and informal language depends upon the situation.	P I U H	K5 K8	1 3 6	5	6.3 9.2	(V)Discrimination
8. The student knows that speakers of different social dialects agree on far more structural items than they disagree on in usage choices.	P I	K5	1 6	1 5	6.3	(C)Diversity (C)Similarity

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4.1 Dialects (Cont.)						
9. The student knows that no one social dialect is linguistically superior to any other.	P I U H	K3 K5	1 3 6	1 5	9.3.1	
10. The student knows the differences among colloquialism, slang, idioms, jargon, and vulgarisms.	U H	K5	1 3 6	1 5	6.3 9.2	(C)Diversity
11. The student knows that slang is usually short-lived and frequently involves giving a new meaning to words which have other common meanings.	U H	K3 K4	1 3		7.3.2 9.2 9.3	
12. The student knows that some slang words are eventually accepted into the general vocabulary.	P I U H	K4 K5	1			

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4.2 Language change						
1. The student knows that words are usually borrowed from other languages to fill a need.	P I U H	K8	1 3		9.2	
2. The student knows that words are sometimes borrowed from other languages merely for prestige value (e.g., shop - boutique, house - villa).	U H	K5 K8	1 3		9.3.1	
3. The student knows that words are often exchanged from language to language as a result of the ubiquitous media--and tourism (e.g., le drugstore, el hamberguere, macho in English).	U H	K7				
4. The student knows that a factor in language change is the failure of children to learn exactly the same language used by the parents.	H	K5 K8	1 3		9.2	(C) Change
5. The student knows that grammar, pronunciation, and vocabulary of a language continually change.	U H	K4 K5	1 5 7 8		6.1 7.3 8.	(C) Change
6. The student knows that vocabulary changes more rapidly than pronunciation or grammar.	U H	K4 K5	1 3 7		7.3 9.3.1	(C) Change
7. The student knows ways in which trade, tourism, media, and government influence language and dialect change.	U H	K8	1 3		9.2 9.3.8 9.3.10	(C) Change

4. Nature of the language
4.4 Language variety

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.4.2 Language change (Cont.)						
8. The student knows that speakers living near the boundaries of nations having different languages often speak a complex dialect made up of both languages (e.g., Swiss-French; Gallego-North of Portugal, Basque-French/Spanish).	U H	K5 K6	1 3		9.3.2	
9. The student knows how political, economic, and military events influence language changes (e.g., the Norman Invasion).	I U H	K5	1 3		9.3.7	(C) Change
10. The student knows that language change is accelerated when an economic condition depends upon interaction with speakers of other languages (e.g., Japan-U.S. trade).	U H	K4 K8	1 2 3 4		1.3 9.2	(C) Change

5. Listening

COURSE GOALS	Level F/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5. Listening						
1. The student knows the location and use of print and nonprint materials related to listening (e.g., card catalog: "Listening," "Attention," "Hearing," "Phonetics"; SUBJECT GUIDE TO BOOKS IN PRINT: "Language Laboratories," "Conversation," "Oral Communication"; READER'S GUIDE: "Language Laboratories," "Communication, Nonverbal"; LEARNING DIRECTORY: "Listening, Creative," "Listening Skill," "Foreign Language Study"; area and building audiovisual catalogs: "Listening," "Attention").	U H	K6	2 6			(C) Resources (V) Inquiry

5. Listening

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1 Purpose						
1. The student knows that listening may occur at various levels of perception.	P I	K3 K5	2 6		6.	(C) Listening
2. The student knows that listening for a purpose contributes to the value and efficiency of the process.	I U H	K8	2 6			(C) Listening (V) Efficiency
3. The student knows a range of purposes for listening: courtesy (conversations); information (lectures, reports, news broadcasts, directions, announcements); ideas (lectures, discussions, group talk); enjoyment (plays, stories, poems, entertainment on screen, stage, radio, or TV).	I U H	K6	2 6	5		(C) Listening
4. The student knows that listening is influenced by all social experiences (e.g., prejudices, peer attitudes, background).	P I U H	K8	3 6		9.2	
5. The student knows that good listening may require responses (e.g., following directions, making contributions, asking relevant questions).	P I U H	K8	6	5		

. Listening

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1 Purpose (Cont.)						
6. The student knows that vocabulary in the second language can be increased by careful listening to, and a speaker's use of, unfamiliar words in natural use (context).	U H	K4 K8	6		7.3.2	
7. The student knows that effective listening skills allow fuller participation in second language activities (e.g., skits, plays, folk dances, folk songs).	P I	K8	2 6		6.2	
8. The student knows that good use of listening skills can enhance profit and pleasure during foreign travel and career assignments in a second language.	P I U H	K8	2 3 6	3 4 5	10.3	

5. Listening

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2 Discrimination						
1. The student is able to associate the sounds heard with the symbols used to record those sounds.	P I U	P35	6	5	8.	(C) Sound
2. The student is able to distinguish variations in a sound due to pitch, volume, or distance.	P I U	P45	6	5	6.1	(C) Discrimination
3. The student is able to discriminate between sounds in English and in the second language (e.g., aspirated vs. nonaspirated consonants) tu (Sp.) - to (Eng).	P I	P45	1 6		4.1 6.1	(C) Discrimination
4. The student is able to discriminate between English and second language morphemes (e.g., perceives "book" as an English word, not French or German).	P I	P45	1 6		4.1 6.1	(C) Discrimination
5. The student is able to determine whether a sound occurs at the beginning, middle, or end of a word.	P I	P45	6		6.1	(C) Sound

5. Listening

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3 Comprehension						
1. The student is able to listen to a speaker in a second language with a minimum of mental translation.	P I U H	P65	2 6		4.2	
2. The student is able to comprehend the second language when it is spoken at a normal rate of speed.	P I U H	P41	6			
3. The student is able to understand new combinations of known structures and vocabulary in the second language.	P I U H	P52	6 7		4.2 7.3	
4. The student knows that idiomatic expressions cannot be translated literally (e.g., In Spanish: "hacer cola" does not mean "to make a tail," it means "to stand in line").	P I U H	K3 K5	6		7.3.3	
5. The student knows that what appears to be the same word in different languages may have entirely different meanings (e.g., "hell" in German means "light" in English).	P I	K5	6		7.3.1	
6. The student is able to derive connotational meaning from allusions to social or cultural myths or legends in the second language.	U H	P45	6		7.3	

5. Listening

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3 Comprehension (Cont.)						
7. The student knows that the meaning of words is affected when they are used for satire, sarcasm, or punning.	U H	K5	6		4.1 7.3.3	
8. The student is able to use the nonverbal message of a speaker to help him comprehend the verbal.	I U H	P43	6	5	6.1	
9. The student is able to understand literal meanings of spoken words in the second language.	P I U H	P41 P44	2 6			

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6. Speaking						
1. The student knows the location and use of print and nonprint materials related to speaking (e.g., card catalog: "French Language-Dialects," "German Language-Grammar," "Russian Language-Provincialisms," "Spanish Language-Pronunciations"; SUBJECT GUIDE TO BOOKS IN PRINT: "Diction," "Phonetics," "Speech"; READER'S GUIDE: "Speech," "Languages, Modern-Study and Teaching"; LEARNING DIRECTORY: "Russian Language," "Spanish Sing," "Swedish Language"; area and building audiovisual catalogs: "Speech," "Voice").	U H	K6	1 2 4 5			(C)Resources (V)Inquiry

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1 Transmission						
1. The student knows that the formation of sounds in the second language requires a different use of the vocal apparatus than in the native language.	P	K3 K8	5		4.1	(C) Sound
2. The student knows similarities and differences in sounds between the native and second languages.	P	K5	5		4.1 4.4	(C) Similarity (C) Diversity
3. The student is able to analyze words into component sounds.	P I	P43	5		4.1	(C) Analysis
4. The student is able to use the correct syllabic stress.	P I	P65 P74	5		4.1	
5. The student is able to approximate native speech of the second language including pronunciation, rhythm, stress, and juncture.	P I U H	P74	5		4.1	
6. The student knows that a foreign accent results from unconscious substitution of similar sounds from the primary language for those of the second language.	P	K3 K8	5		4.1 4.4	
7. The student is able to produce utterances or patterns which convey the desired explicit meaning.	P I U H	P74	5		4.1	

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1 Transmission (Cont.)						
8. The student is able to structure sentences in order to avoid ambiguity.	P I U H	P65	5		8.	
9. The student is able to vary intonation (stress, pitch, pause) to give meaning and emphasis (e.g., contempt, anger, surprise).	P I U H	P74	5		4.1	
10. The student is able to form a sentence or utterance which reflects the shades of meaning intended.	U H	P74	5		4.1 4.2	
11. The student is able to form questions in the second language.	P I	P52 P65	5		8.	
12. The student knows ways that body language of the primary language culture differ from those of the second language culture (e.g., extravagance or gesture; handshake vs. embrace).	P I U H	K5	2		5.3	(C) Culture
13. The student knows ways in which proximity of the speakers plays an important role in verbal communication in different cultures (e.g., Arabic and Spanish-speaking people tend to stand closer than Americans).	P I	K8	2		5.3	
14. The student is able to interpret the meaning of body language expressed by a speaker of the second language (e.g., gestures, facial expressions, posture).	P I U H	P45	2		5.3	

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2 Forms						
1. The student knows that ideas may be expressed in creative oral forms (e.g., verse, drama).	P I U H	K5	5			(C) Communication
2. The student is able to communicate information, ideas, sentiments, observations, and opinions in various speaking modes, in the second language.	P I U H	P65 P74	2 6		6.1	
3. The student is able to communicate greetings, friendly exchanges, farewells, etc., in the second language.	P I	P65 P72 P74	2		9.2	
4. The student is able to paraphrase, summarize, and give directions in the second language.	P I U H	P65 P74	2			
5. The student is able to relate simple experiences or stories in the second language.	P I	P65 P74	2 6			
6. The student is able to explain real or imagined objects, events, and ideas in their logical and sequential order in the second language.	I U H	P34 P74 P75	2		8.	
7. The student is able to describe objects and their spatial relationships (e.g., the book is under the table) in the second language.	P I	P74 P75	2		8.	

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2 Forms (Cont.)						
8. The student is able to vary the use of adverbs and adjectives, prepositions, and conjunctions, phrases and clauses when speaking the second language.	U H	P66 P74	2		8.	
9. The student knows the relative importance of inappropriate usage in the second language culture (e.g., French: use of wrong gender of nouns is shocking, failure to make agreement of past participle is condoned).	P I	K5 K9	2		4.4	(C) Social awareness
10. The student is able to read, sing, or chant poetry, songs, and other expressive forms in the second language.	U H	P65	2		4.1	
11. The student knows accepted verbal and nonverbal expressions of emotion (e.g., welcome, hostility, approval, disapproval, affection, anger, courtesy, rudeness).	P I U H	K3	3			

6. Speaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3 Language usage in different situations						
1. The student knows that different situations demand different language choices (e.g., tone of voice, vocabulary, formal vs. informal speech).	P I	K5 K8	2 3	2 5	4. 4.1 7.3.3	(C)Social awareness (V)Respect for others
2. The student is able to distinguish between formal and informal speech in the second language.	P I	P45	? 3 6		5.2	(C)Social awareness
3. The student is able to use the style, tone, and language appropriate to the situation.	I U H	P47 P65 P74	2 6		6.2	
4. The student knows that a person's speaking vocabulary is usually simpler than his or her writing vocabulary and not as sophisticated as his or her reading vocabulary.	P	K5	1		4. 7.3	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7. Reading						
1. The student knows the location and use of print and nonprint materials related to reading (e.g., card catalog: "Languages, Modern-Conversation and Phrasebooks," "Russian Language-Spelling," "French Language-Terms and Phrases," "German Literature-Collections"; SUBJECT GUIDE TO BOOKS IN PRINT: "French Language-Vocabulary," "Hebrew Literature," "Swedish Language-Dictionaries"; READER'S GUIDE: "Spanish Language-Textbooks," "French Literature," "German Literature"; LEARNING DIRECTORY: "Spanish Literature," "Russian Poetry," "Japanese Drama"; area and building audiovisual catalogs: "Reading," "Books and Reading," "Literature, [illegible]").	U H	K6	7			(C)Resources (V)Inquiry

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1 Nature of reading						
1. The student knows that reading in the second language presents new vocabulary, and reinforces vocabulary and patterns encountered in oral language.	P I U H	K7 K8	7		4.2	
2. The student is able to expand sight vocabulary in the second language by memorizing new words, learning new words from context, etc.	I U H	P33 P42	7		4.2	
3. The student is able to read road signs, menus, cautionary signs, and other "everyday" information materials in the second language.	I U H	P49 P50	3 7		9.2	
4. The student is able to read traffic signs, maps, and travel brochures in order to gain travel information.	I U H	P41	3 7		9.2	
5. The student knows that within literature one can find information, satisfaction, relaxation, stimulation, escape, and challenge.	P I U H	K9	1 2 7	5	3. 7.1	
6. The student is able to use reading in the second language as a means of providing vicarious experiences.	U H	P43	1 2 7		3.	
7. The student knows that sensitivity to beauty and human feelings can be gained through reading.	I U H	K10	2 7	1 5	3.	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.2 Symbols and systems						
1. The student knows that written symbols are associated with certain sounds.	P	K3	7			(C)Language
2. The student is able to recognize a relationship between visual symbols and sounds in the second language.	P	P33	7			(C)Language
3. The student is able to recognize the sound appropriate for the graphic symbol on a printed page (e.g., the graphic symbol "a" in Spanish always represents the sound "ah" in English.	P	P33	7			(C)Sound (C)Symbols
4. The student is able to use upper and lower case letters as clues to the meaning of words in the second language.	I	P41	7			
5. The student is able to read in the second language without translating.	P I U H	P41 P45	7			
6. The student knows that words and phrases have meaning only within a system.	P	G2 K3	7			
7. The student is able to understand the literal meaning of an unfamiliar passage in the second language.	I U H	P41 P46	7			

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.2 Symbols and systems (Cont.)						
8. The student is able to read in word groups in the second language and relate what is read to what has preceded and what follows.	P I	P41 P42 P46	7			
9. The student knows the written signals for questions, commands, and statements.	P	K2	7			(C)Symbols

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.1 Definition						
1. The student knows that a dictionary is the most comprehensive and authoritative source for information about a word.	P	K3 K6	7	5	4.2.2 6.	
2. The student knows the functions of monolingual and bilingual dictionaries.	P	K3 K7	7		4.4	
3. The student knows the formats of monolingual and bilingual dictionaries.	P U H	K3 K9	1 7		4.2 4.3	
4. The student is able to use a bilingual dictionary.	P I	H6	7		4.1 4.2	
5. The student knows that the dictionary records many meanings for a word and that only one meaning may be applicable to the context in which the word is used.	P I	K3 K7	7		4.2.3 7.3.3	
6. The student knows that the dictionary records meanings of entries that are not complete words (e.g., prefixes, suffixes, abbreviations).	P I U	K3 K7	7		4.2.1	
7. The student is able to use a dictionary to identify the syllabification and the meanings of a word.	P	H1 H6	7	5	4.2	

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.1 Definition (Cont.)						
8. The student is able to choose the appropriate definition of a word to fit a particular context.	P I U H	P4,5 P6?	1 7		4.2.2 4.2.3	
9. The student knows the vocabulary necessary for expressing spatial relationships in the second language.	P I	K1 K2	7		8.	
10. The student knows positional words (e.g., up, down, over, under, in front, behind).	P I	K1 K2	7		8.	
11. The student knows the vocabulary necessary to describe the size, shape, color, and/or texture of a concrete or representational object in the second language.	P	K1 K2	7			
12. The student knows the terminology for classifying concrete or representational objects by color, shape, size, and texture in the second language.	I	K1	7			(C)Classification
13. The student knows the names of the primary, secondary, and earth colors in the second language.	I	K1	7			
14. The student is able to associate a number word with the appropriate numeral (e.g., in reading dates or time).	P I	P4? P5?	7	5	4.2.	(C)Association

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Sec.)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.2 Expansion						
1. The student is able to recognize root or base words (e.g., French-pauvre, appauvrir, appauvrissement, pauvreté, pauvrement, pauvresse).	P I U H	P33	7		4.2.1 4.2.2	
2. The student knows that root words control the meaning of the new words they form (e.g., German-heben, aufheben).	I U	K3 K5	7		4.2.1	
3. The student is able to use root words to help determine word meaning.	I U H	P5	7		7.3.1	
4. The student is able to change the meaning of root words by adding affixes (e.g., German-eln and ern diminish the word: lachen: lächeln).	I U	P33	7		4.2.1	
5. The student knows that affixes change the meaning and/or function of a word (e.g., Spanish-pobre, empobrecer, empobrecimiento, empobrecido, pobreza).	I U H	K5	7		4.2.1	
6. The student is able to identify affixes to help determine word meanings and functions (e.g., German-alt, altern, veralten, ältlich, alternativ, altertümlich).	I U H	P31 P33	7		7.6.2	

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.2 Expansion (Cont.)						
7. The student knows the meanings of characteristic suffixes used in the second language.	P I U	K2	7		4.2.2	
8. The student knows the meanings of characteristic prefixes used in the second language (e.g., Spanish-in, re, en: German-vor, an, mit).	P I U	K2	7		4.2.1	
9. The student knows the functions of infixes used in the second language (e.g., Russian-an infix changes the aspect of the verb).	P I U	K2	7		4.2 4.4	
10. The student is able to recognize relationships between verbs and nouns (e.g., French-prendre, la prise; Spanish-comer, la comida; German-helfen, die Hilfe).	P I U	P33	7		4.2.2	
11. The student is able to recognize the relationship between verbs and adjectives (e.g., French-libérer, libre; German-befreien, frei).	P I U	P33 P44	7		4.2.2	
12. The student is able to recognize the relationship between certain adverbs and adjectives (e.g., French-heureux, heureusement; Spanish-contento, contentamente).	P I U	P33 P44	7		4.2.2	
13. The student knows that a compound word is a combination of two or more words.	P I U	K2	7		4.2.1	

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.2 Expansion (Cont.)						
14. The student is able to analyze the parts of compound words to understand their meaning (e.g., kindergarten).	P I U	P43	7		4.2	(C)Analysis
15. The student is able to expand vocabulary by recognizing cognates (e.g., German-Mann: Spanish-particular; French-télévision).	P I	P33	7		5.1 7.2	
16. The student knows that some cognates can have entirely different meanings from one language to another (e.g., sympathique (French) does not mean sympathetic).	I U	K9	7		4.4 5.2	
17. The student knows that homonyms are words which have the same pronunciation but different meanings (e.g., French-sot, seau).	P I U	K2	7		4.2.2	
18. The student knows that a synonym is a word which has the same, or nearly the same, meaning as another word.	P I U	K2	7		4.2.2 7.3.3	
19. The student knows that antonyms are words whose meanings are opposite (e.g., French-bon, mauvais; Spanish-bueno, malo; German-gut, schlecht).	P I U	K2	7		4.2.2	

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Conc... (V) Value Words
7.3.2 Expansion (Cont.)						
20. The student knows the meanings of commonly used acronyms (e.g., French-ONU; English-United Nations).	P I U H	K2	7		4.4 9.3	
21. The student is able to use synonyms, homonyms, and antonyms to increase vocabulary and make meanings more precise.	P I U H	P65 P67	7		8.	

7. Reading
7.3 Vocabulary

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.3 Usage in context						
1. The student is able to combine contextual clues with structural and phonetic analysis to determine the meaning of unfamiliar words in the second language.	P I	P41 P65	7		4.1 4.2.3	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4 Oral reading						
1. The student is able to phrase in meaningful units in the second language.	P I U H	P41 P74	7		6.2	
2. The student is able to use the recognition of punctuation to aid him/her in pausing appropriately.	P I U H	P41	7		6.2	
3. The student is able to use stress and juncture appropriately.	P I U H	P41 P74	7		6.2	
4. The student is able to use voice inflection appropriately for type of sentence (e.g., question or exclamation).	P I U H	P41	7		6.2	
5. The student is able to enunciate clearly.	P I U H	P74	7		6.2	
6. The student uses correct phrasing in reading a selection orally.	P I U H	P11	7			
7. The student is able to read a selection fluently with expression.	I U H	P11 P74	7			
8. The student is able to focus eyes ahead to anticipate what he or she will be reading aloud.	P I U H	P11	7			
9. The student knows that oral reading is a means of giving one's own interpretation to a written passage.	I U H	K2 K3	2 7			(C)Self-expression

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4 Oral reading (Cont.)						
10. The student is able to divide dissyllabic and polysyllabic words to assist in pronunciation and meaning.	P I	P33	5 7		6.1	
11. The student is able to use consonants and vowel diphthongs to pronounce unfamiliar words.	P I	P65	5 7		6.1	
12. The student is able to apply phonic rules in the pronunciation of vowels.	P	P65	5		6.1	
13. The student is able to recognize final, medial, and initial consonant sounds in unfamiliar words in order to facilitate reading.	P I	P33	7			
14. The student is able to pronounce words with silent consonants or vowels.	P I	P65	5		6.1	
15. The student knows that vowel sounds often may be used to determine the number of syllables a polysyllabic word contains.	P I	K3	7			
16. The student is able to avoid using native language patterns in reading the second language.	P I U H	P65	2 7		6.2	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5 Literature						
1. The student knows that a folktale is an anonymous, timeless, and placeless tale circulated orally.	P I U	K2	2 3 7		9.3.3	
2. The student knows that a legend is a story or collection of stories handed down through oral tradition and is popularly regarded as history.	U H	K2	2 3 7		9.3.1 9.3.3 9.3.7	
3. The student knows that myths are usually concerned with the activities of gods and superheroes.	U H	K2 K3	2 3 7		9.2 9.3.3	(C)Religion
4. The student knows that a fable is a fictitious narrative intended to teach a moral.	P I U H	K2	2 3 7		9.3.3	(V)Morality
5. The student knows that a parable is usually a short fictitious story that illustrates a moral by analogy.	U H	K2	2 3 7		9.3.3	(V)Morality
6. The student knows that short stories deal concisely with language, details, characterization, and setting.	U H	K2 K3	2 7		9.3.3	
7. The student knows that short stories deal with a wide variety of plots, characters, and themes.	U H	K3 K9	2 7		9.3.3	
8. The student knows that the conventions, language, and meaning of a novel unite to form an organic whole and that all contribute to the total effect.	H	K3 K8	2 7		9.3.3	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5 Literature (Cont.)						
9. The student knows methods by which characterization is accomplished (e.g., the character's name, appearance, thought, speech, actions, the author's attitude toward the character).	H	K3 K7	2 7		9.2 9.3.3	
10. The student knows that a biography is the history of an individual's life which provides a particular perspective on the individual's personality, milieu, work, etc.	I U H	K2	2 7		9.3.3	
11. The student knows that the informal essay is a brief prose work in which the author employs a relaxed, humorous, and/or whimsical tone.	U H	K2	2 7		9.2 9.3.3	
12. The student knows that an informal essay frequently uses the first person pronoun and thus is often autobiographical and anecdotal.	U H	K3	2 7		9.2 9.3.3	
13. The student knows that the formal essay is a brief prose work in which the author writes as an authority on a subject, presents arguments in an orderly and systematic fashion, and employs a dignified and impersonal tone.	U H	K2 K3	2 7		9.3.3	

7. Reading

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.9 Literature (Cont.)						
14. The student knows that the personal letter can achieve the status of literature: that the principles of rendering an apt detail, rather than just summarizing, can be exercised in letters as well as in stories and essays (e.g., letters of Heloise and Abelard).	U H	K3 K9	2 7		9.3.3	
15. The student is able to distinguish poetry from prose in the second language.	I U H	I49	2 7		9.3.3	(C)Discrimination
16. The student knows that periodicals are written in current language.	I U H	K3	2 7		8. 9.3.3	
17. The student is able to read periodicals in the second language with comprehension.	I U H	P41	2 7		7.2 7.6.1 9.3.3	

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.1 Comprehension						
1. The student knows skills which aid comprehension of written material (e.g., use of title to predict content; location and use of topic sentence to determine the main idea; skimming and scanning).	I U H	K3 K8	7		7.4	
2. The student is able to skim read a passage in the second language in order to determine the main idea quickly, to make a preliminary survey, to locate specific facts and significant details efficiently, and/or to review material.	H	P33 P41 P43	7		1.4	
3. The student is able to comprehend the author's purpose, the organizational plan, and the presentation of subordinate ideas to support the main idea.	H	P41 P44 P45	7		1.3 7.5 7.6.2	
4. The student is able to read a story in the second language selectively for particular information (e.g., for recalling the sequence of events in a story; for locating the part of a story which describes a character; for selecting the part of the story which expresses emotions).	U H	P33 P41 P44	7		1.3	

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.1 Comprehension (Cont.)						
5. The student is able to predict events, characterization, and outcome of a story in the second language based upon the title, introductory reading, and the gradual unfolding of the structure of the story.	I U H	P§1	7		1.4	(V)Predicting
6. The student is able to make periodic predictions as an aid to comprehension while reading in the second language.	U H	P§1	7		7.5 7.6.1	(V)Predicting
7. The student is able to understand the nuances of style and suggestive meanings of the words used.	U H	P§5	7		1.4 7.3.3 7.9	

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Analysis						
1. The student is able to identify and interpret various levels of meaning in what is read in the second language.	H	P33 P42	7		1.4.1 3.	
2. The student is able to detect an author's bias in reading the second language.	U H	P45	7		1.2 3.	
3. The student is able to distinguish fiction from nonfiction in the second language.	U H	P45	7		1.2 3.	(C)Discrimination
4. The student is able to classify ideas according to commonalities (e.g., subject, time, place, mood, character, categories) in the second language.	U H	P33	7		1.2 3.	
5. The student is able to detect modes of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect) in the second language.	U H	P45	7		4. 8.	
6. The student is able to paraphrase a passage in the second language.	U H	P44	7		6.2 8.	
7. The student knows that personal values may influence interpretation of material and could conflict with ideas read in the second language.	U H	K5	7		1.3 4.	

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Analysis (Cont.)						
8. The student is able to infer the author's meaning and intent in materials which contain innuendo and satire in the second language.	H	P42	7		3. 7.6.3	
9. The student is able to interpret the connotation of words and phrases in advertisements, political speeches and editorials in the second language	U H	P42 p44	7		1.4.2 7.3.3 7.6	
10. The student is able to analyze advertisements for the attitudes they create towards a product in the second language.	U H	P43	7		1.4.2 7.3.3	(C)Analysis
11. The student is able to analyze cartoons in the second language for their social and political statements and their portrayal of human idiosyncracies.	H	P43	7		1.4.2 9.2	(C)Politics
12. The student is able to recognize ironic statements on a spectrum ranging from playful irony to vicious sarcasm in the second language.	H	P33	7		1.4.1 3.	
13. The student is able to recognize the emotional tone in a passage in the second language.	H	P33	7		1.4 3.	
14. The student is able to infer meanings and attitudes that are deliberately left unstated by the author in the second language.	H	P42	7		1.4 3.	

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Analysis (Cont.)						
15. The student is able to analyze the central conflicts in a literary work in the second language in order to understand how they affect the action and the character development.	H	F43	7		1.2 3.	(C)Analysis
16. The student is able to recognize the author's intended audience by analyzing the tone, style, and theme of the writing.	H	F43 F48	7		1.4.2 6.3 7.3.3	(C)Analysis

7. Reading
7.6 Interpretation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.3 Evaluation						
1. The student is able to evaluate the relationship between social conditions and the motivations and actions of characters in a literary text.	H	P33 P44	7		1. 3.	(C)Evaluation
2. The student is able to analyze a character through what the character says and does, how other characters describe and interact with the character, and what the narrator tells the reader.	H	P43	7		1. 3.	(C)Analysis
3. The student is able to analyze the moral, social, and intellectual development of a character and what contributions they make to the thematic structure of a literary work in the second language.	H	P43	7		1. 3.	(C)Analysis
4. The student is able to relate an author's life and times to his writing as an aid to interpretation.	U H	U42 P45	7		1. 9.3.3	
5. The student is able to evaluate the effectiveness of a literary work on the basis of any of the following elements: genre, literary conventions and devices, plausibility, potential for meaningful interpretation, moral stance, relationship to literary tradition, writer's intentions.	H	P47	7		1. 7.5	(C)Evaluation

8. Writing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8. Writing						
1. The student knows the location and use of print and reprint materials related to writing (e.g., card catalog: "French Language-Composition and Exercises," "German Language-Spelling," "Russian Language-Grammar"; SUBJECT GUIDE TO BOOKS IN PRINT: "German Language-Composition and Exercises," "French Language-Grammar," "Spanish Language-Syntax"; LEARNING DIRECTORY: "Spanish Linguistics," "Spanish Composition," "French, Linguistic Study," "German Translation"; area and building audiovisual catalogs: "Writing").	U H	K6	8			(C)Resources (V)Inquiry
2. The student is able to utilize the motor skills appropriate to the second language writing system (e.g., in Arabic, writing from right to left).	P	165 175	8		4.3	(C)Cultural patterns
3. The student knows the graphemic representations for the phonemes in the second language.	I U H	K2	8		4.1	(C)Symbols
4. The student knows the meaning of abbreviations commonly used in the second language.	I U H	K2	8		7.3.1	

8. Writing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8. Writing (Cont.)						
5. The student knows the set of spelling rules applicable in the second language.	P I U H	K2	8			
6. The student is able to spell common words.	P I U H	K4 K5	8			
7. The student knows that some spelling difficulties may be caused by knowledge of another language.	P I U H	K8	8			
8. The student knows that rules governing capitalization differ from language to language (e.g., Arabic has no capital letters: German capitalizes all nouns).	I	K5	8		4.3	(C)Cultural patterns
9. The student knows the rules governing capitalization in the second language.	P I U H	K3	8		4.3	
10. The student knows similarities and differences in punctuation rules between the native and the second language.	P I U H	K3 K5	8		4.3	
11. The student knows that identical punctuation marks may serve different functions in different languages (e.g., the English comma is used as a decimal point in European countries).	P I	K7	8		4.4	

9. Culture

COURSE GOALS	Level P/I/U/*	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9. Culture						
1. The student knows the location and use of print and nonprint materials related to culture (e.g., card catalog: "France-Social Life and Customs," "Germany-History-1918-1945," "Art, German," "Music, Russian"; SUBJECT GUIDE TO BOOKS IN PRINT: "Music, German," "Architecture-Spain," "France-Intellectual Life"; LEARNING DIRECTORY: "Art, Japanese," "Geography, Italy," "Roman Antiquities"; area and building audiovisual catalogs: "Art, German," "Music, French").	U H	K	3			(C)Resources (V)Inquiry

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1 Nature of culture						
1. The student knows that culture refers to the entire social heritage (e.g., the knowledge, beliefs, customs, and skills acquired as members of a society).	P I U H	K2	1 3		3.	(C)Culture
2. The student knows that cultural patterns exist because human behavior is characterized by regularity.	P I U H	K3 K8	3	1		(C)Culture (C)Human behavior
3. The student knows that a culture area is characterized by a similarity of cultural patterns.	P I U H	K2 K3	1 3		3.	(C)Culture
4. The student knows that all cultures include systems for economic organization, social organization, social control, education, belief, language, art, and recreation.	P I U H	K3	1 3	2	3. 9.2 9.3	(C)Culture
5. The student knows that people living in the same culture tend to share the same world view.	P I U H	K3 K6	1 3		3.	(C)Culture (C)World view
6. The student knows ways in which cultural world views were influenced by historical expansion (e.g., conquest, exploration, and trade).	P I U H	K8	3		4.4.2 9.3.7	(C)Culture (C)World view

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1 Nature of culture (Cont.)						
7. The student knows that cultural pattern influences perception of experience (e.g., Africans viewed the 1973 eclipse of the sun with a different perspective than did visiting scientists).	P I U H	K8	1 3		3.	(C)Culture (C)Perception
8. The student knows that each cultural system is logical and coherent in its own terms.	P I U H	K3	1 3	1	3.	(C)Culture
9. The student knows that there is no conclusive evidence that one culture is superior to any other in respect to any significant trait variable (e.g., intelligence, creativity).	P I U H	K3 K5	1 3		3.	(C)Culture (V)Respect for others
10. The student knows that increasing similarity among cultures is partly caused by the increasing ease of communication and travel.	P I U H	K5	3		9.3.10 10.1	(C)Culture (C)Communication
11. The student knows some of the problems that people who move from one culture to another face in learning the customs of the new culture (e.g., a Western woman marrying into the Arabic culture).	P I U H	K3	1 3	2	3. 9.3.10 10.1	
12. The student knows that stereotyped representations of cultural or ethnic groups are often inaccurate or misleading.	P I U H	G2 K3	1 3		3.	(C)Cultural identity (V)Respect for others

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1 Nature of culture (Cont.)						
13. The student knows that change is characteristic of all cultures.	P I U H	G2 K3	1 3		4.4.2	(C)Social change
14. The student knows systematic ways in which cultural change can be brought about through planning, reform, and revolution (e.g., because of the Revolution, the creative artists of the Soviet Union were forced to comply to Soviet realism).	P I U H	K8	1 3		4.4.2 9.3.7	(C)Social change
15. The student knows ways in which cultural change can be caused by cataclysmic events such as economic depression or plague (e.g., economic depression facilitated the rise of Hitler, and with it many cultural changes).	P I U H	K8	1 3		3. 4.4.2 9.3.7	(C)Social change
16. The student knows the ways in which the second language culture meets basic needs common to all human beings (e.g., food, clothing, shelter, affection).	P I U H	K3 K7	1 3		3.	(C)Needs (V)Mental well being (V)Physical well being
17. The student knows the characteristics of the culture in which a second language is spoken.	P I U H	K3	1 3		3.	
18. The student knows that a subculture consists of a group of people who, because of a commonality of occupation, social class, geographic location, age, or ethnic group, share a unique culture pattern within the main culture.	P I U H	K2	1 3		3. 4.4.1 9.2 9.3.8	(C)Subculture (V)Self-concept

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3 Customs and mores						
1. The student knows ways in which social control is exerted by major institutions of government, religion, education, economy, and family in the culture of the second language.	P I U H	K3	3	1	9.3.3	(C)Social organization (C)Regulation
2. The student knows the type of economic system and the role it plays in the daily life within the second language culture.	P I U H	K3 K7	3	2		(C)Economic system
3. The student knows that laws and legal procedure vary from culture to culture.	P I U H	K5	3		9.3.7 9.3.8	(C)Culture (C)Law (C)Regulation
4. The student knows the role of government in providing for leisure time activities (e.g., cultural centers in the Soviet Union).	P I U H	K7	3		9.3.8	(C)Leisure
5. The student knows ways in which families differ from one culture to another (e.g., structure, organization, life-style, socialization).	P I U H	K5	3	2		(C)Family
6. The student knows ways in which family units are traditionally established in society including social customs and formalized procedures.	P I U H	K3 K7	3			(C)Family

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2 Customs and mores (Cont.)						
7. The student knows that family expectations for individual members may be different in another culture.	P I U H	K5	3	2		(C)Culture
8. The student knows that in some cultures the extended family (e.g., father, mother, children, grandparents, aunts, uncles, and cousins) plays an important role.	P I U H	K5 K7	3	2		(C)Culture
9. The student knows that the attitude toward childhood, adolescence, adulthood, and old age may be different in another culture.	P I U H	K5	3			(C)Culture (C)Family
10. The student knows that "legal age" varies from culture to culture.	P I U H	K5	3		9.3.8	(C)Culture
11. The student knows the ways a culture's belief system seeks to explain the innate predispositions of humans (e.g., evil, neutral, good).	P I U H	K7	3		1.	(C)Culture (C)World view
12. The student knows the ways in which cultures vary in the degree to which they emphasize predominantly sacred or predominantly secular beliefs and values.	P I U H	K5 K8	3		1.	(C)Religion
13. The student knows that schools in other societies may differ in form and procedure (e.g., attendance requirements, segregation, teaching methods, length of school day, amount of homework, requirement of uniforms).	P I U H	K3	3			(C)Education (C)Culture

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2 Customs and mores (Cont.)						
14. The student knows the national holidays and religious festivals of the second culture.	P I U H	K1	3		9.3.2	
15. The student knows how the postal system operates (e.g., where to buy stamps, how to address letters, where to find mail boxes).	P I U H	K6 K7	3			
16. The student is able to use the telephone (e.g., role of the private telephone, placement and use of public telephones, conventional expressions used on the telephone).	P I U H	165	3			
17. The student knows the major sports of the society (e.g., soccer, sumo, cycling, jai alai, horse racing, skiing).	P I U H	K1	3			
18. The student knows shopping facilities available (e.g., supermarkets, food specialty stores, boutiques, open-air markets).	P I U H	K1	3			
19. The student knows that individual members of a culture may differ in the degree to which they share the dominant customs and beliefs of the culture.	P I U H	K5	3	1 2	1.	(V) Individuality (V) Respect for others
20. The student knows that there is a human tendency to view personal patterns of behavior and values as the most reasonable and natural.	P I U H	K2 K10	3	1 2	1.	(V) Insight (V) Social perspective (V) Tolerance

V. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
A. Customs and mores (Cont.)						
A1. The student knows factors which influence the roles of an individual (e.g., age, sex, environment, family status, educational attainments).	I U H	K3	3	2	1.1	(C)Self-concept (V)Self-respect
A2. The student knows different roles which males and females have been assigned in various cultures (e.g., in some Latin American countries men do not go to market).	I U H	K3	3	2	1.1	
A3. The student knows that different societies have different attitudes toward the rights of the individual as compared to the right and authority of the state or tribe.	I U H	K7 K8	3	2 4	1.1 9.3.8	(V)Freedom (V)Social perspective (V)Understanding (V)Respect for others
A4. The student knows the ways in which laws are formed and used in an advanced society to supplement and enforce its mores.	I U H	K7	3		9.3.8	(C)Law (V)Morality
A5. The student knows that laws may be an outgrowth of people's values, customs, and religion or borrowed from advanced cultures and modified (e.g., laws in Arab countries are a combination of Islamic law and French and British civil codes).	I U H	K8	3	5	1.1 9.3.8	(C)Law (V) Social perspective
A6. The student knows ways in which the folklore, history, religion, and literature of a culture provide information about its values.	I U H	K5 K7	3	1 5	1.1.3 9.3.3 9.3.7	(C)Culture

A. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
A. Customs and mores (Cont.)						
29. The student knows that attitudes toward personal hygiene and sanitation may vary from culture to culture (e.g., bathing habits, hot and cold water, sterilization, open-air markets).	I U H	K3	3		1.1	(C)Cultural values (V)Social perspective
29. The student knows the characteristics of the selection, preparation and service of food and drink (e.g., salad is served after the main course in France).	I U H	K3	3			
29. The student knows the prevalent attitudes toward personal appearance, hair styles, modes of dress, and use of cosmetics in the second language culture.	I U H	K3 K4	3		1.	
30. The student knows that tastes in food and drink may differ widely among cultures (e.g., Japanese may find raw fish good to eat, Americans may find the taste unpleasant).	I U H	K3	3	1 2	1.	(V)Social perspective (V)Diversity
31. The student knows the attitudes regarding pets in the second culture (e.g., kinds of pets, their treatment).	I U H	K3 K4	3			
32. The student knows how friendships and personal attachments are formed (e.g., by social class, educational achievement).	I U H	K4	3	2 5	1.1.2	(V)Friendship

3. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1 Customs and mores (Cont.)						
3.1.1. The student knows the attitudes toward competition (e.g., in what fields of endeavor prizes are awarded; how important is competition in schools, in the business world, in the professions).	I I U H	K3 K4	3	2 5	1.1.3	(V) Social perspective (V) Insight
3.1.2. The student knows attitudes toward use and care of the home (e.g., decoration, ventilation, seating, enclosure of the yard, flowers and trees, visitations).	I I U H	K3 K4	3	2 5		(V) Family (V) Social perspective (V) Insight
3.1.3. The student knows the role played by robots, appliances, and labor-saving devices in the society.	I I U H	K3	3			(C) Technology
3.1.4. The student knows the availability of medical care and of medicines, including home remedies.	I I U H	K3 K4	3			
3.1.5. The student knows characteristic expressions of respect in regards to age, sex, political and social position, etc., within a culture (e.g., in Arab nations it is considered insulting to show the sole of the foot to another individual).	I I U H	K4 K5	3	5	6.3	(V) Respect for others (V) Interpersonal communication

V. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2 Customs and mores (Cont.)						
39. The student knows that various cultures have different attitudes regarding time (e.g., meal hours, punctuality, telling time, work day, scheduling, shopping hours).	I U H	K2 K5	2 5	1.		(C)Time (C)Culture (V)Social perspective
3-. The student knows what generally constitutes humor in the society.	I U H	K3				(C)Culture (V)Human
4-. The student knows how young people get spending money (e.g., jobs outside the home, allowance, payment for chores).	I U H	K2				
41. The student knows the preparation necessary to pursue the careers which are highly valued in a culture.	I U H	K5				
42. The student knows modes of transportation in the second culture (e.g., walking, car, public vehicle).	I U H	K3				
43. The student knows popular games for all age levels in the second language culture.	I U H	K1				
44. The student knows typical lengths and uses of vacation time in the culture.	I U H	K3				

9. Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6 Customs and mores (Cont.)						
9f. The student knows that tipping customs may vary from culture to culture.	I U H	K?	3			(V) Utility (V) Social sensitivity
9g. The student knows ways in which attitudes toward other cultures may be distorted by media or myth.	I U H	K?	3	1 2 5		(C) Media (V) Judgment (V) Objectivity (V) Social sensitivity

9. Culture
9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.1 Language						
1. The student knows that language is a universal medium through which man acquires, creates, transmits culture.	P	K2 K7	3	5	1.3	(C)Culture (V)Respect for others (V)Communication
2. The student knows that the elements of culture transmitted through the use of language include knowledge, skills, values, and attitudes concerning the past, present, and future.	P I	K3 K7	3		1.3	(C)Culture (V)Respect for others (V)Communication (V)Knowledge (V)Insight
3. The student knows that a culture's language both reflects and influences its unique history, interests, emphases, assumptions, and perceptions.	P I	K3 K8 K10	3	5	1.	(C)Language (C)Culture (V)Insight (V)Objectivity
4. The student knows ways in which languages spread (e.g., exploration, colonization, religious conquests).	P	K8	3		1.3	(C)Language (V)Insight (V)Communication
5. The student knows that trade between nations has brought about the need for second language learning.	P I U H	K8	3	1	1.3	(C)Trade (V)Interdependence (V)International-ism

9. Culture
9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Geography						
1. The student knows that a nation's boundaries are man-made and may be affected by geographic conditions which function as limits of political territory.	P	K2 K7	3		4.4.1	(C)Nation (C)Boundary
2. The student knows what constitutes the boundaries of countries in the second language area including bodies of water, rivers, mountain ranges, and other countries.	P	K3 K6	3		4.4.2	(C)Boundary (C)Nation
3. The student knows how the geography of the country influences the economy and international relationships.	P I U H	K8	3	4 5	1.3 10.1	(C)Interaction-man and environment (C)Economics
4. The student knows the basic geographical features of the countries where the language is spoken (e.g., mountain ranges, river systems, major bodies of water).	P I	K3 K6	3			
5. The student knows the relationship between land use and cultural value systems.	P I U H	K8	3		1.1.3 1.3	(C)Culture (V)Social perspective (V)Insight
6. The student knows the natural resources, the principal crops, and the major textiles of the culture in which the second language is spoken.	P I	K3	3			(C)Resources, natural

9. Culture
9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Geography (Cont.)						
7. The student knows the principal economy of the country whose culture is being studied (e.g., fishing, industry, tourism, agriculture, mining).	P	K3	3			
8. The student knows that natural factors such as climate and topography affect people's lives and work.	P I	K3 K8	3	1 2 5	1.3 10.1	(V) Social perspective (V) Nature (V) Interdependence
9. The student knows the ways in which the material culture (e.g., tools, clothing, shelter) is directly related to the physical environment.	P I	K8	3	1 2 5	1.3	(C) Interaction-man and environment (V) Culture (V) Social perspective
10. The student knows that the influence of the physical environment on a culture decreases as improvements in the technology for coping with it increase.	P I U H	K4 K8	3	1 2 5	1.3	(C) Interaction-man and environment (C) Technology (V) Social perspective
11. The student knows factors influencing population trends, including climate, job opportunities, and availability of land (e.g., unpopulated deserts, artic areas).	P	K8	3	3 4	4.	(C) Population (V) Interdependence (V) Social perspective

9. Culture
9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Geography (Cont.)						
12. The student knows that patterns of cultures within a country may vary markedly due to isolation caused by geographical factors (e.g., mountain ranges, rivers, length and width of borders; Chile, Brazil).	U H	K3 K8	3		1.3	(C) Cultural patterns (V) Diversity (V) Interdependence (V) Social perspective
13. The student knows that population density, distribution, and changes relate to their historical and environmental context.	P I U H	K8	3	5	9.3.7 1.3	(C) Population (V) Interdependence (V) Social perspective
14. The student knows the size, density, growth, distribution, migration, and vital statistics of the population.	P I U H	K3	3			(C) Population
14. The student knows the countries in which the second language is spoken.	P I U	K1	3		3.	

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.3 Literature						
1. The student knows the major trends in literary development.	U H	K4	3		7.5	(V)Aesthetic sensitivity
2. The student knows the major writers and major works of the second language culture.	P I U H	K1	3		7.5	
3. The student knows influences which political, economic, and social developments have had on literary trends (e.g., Soviet Realism brought about by the Revolution).	P I U H	K3 K8	3		7.5	(C)Culture
4. The student knows the influence of various authors on the society (e.g., Marx, Voltaire, Sartre, Nietzsche, Cheknov).	U H	K8	3		1.4 7.5	(C)Culture (V)Self-concept
5. The student knows that an author's life may be reflected in his works.	P I U H	K3	3		1.4 7.5	(C)Culture
6. The student knows that the people of any culture attach a meaning to their environment and behavior by creating stories, legends, and myths about them.	P I U H	G2 K3	3		1.4	(C)Culture (V)Respect for others
7. The student knows that lyrics, rhymes, songs, jingles, etc., have evolved from the culture of the second language.	P I U H	G2 K3	3 7		7.6.1	

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.3 Literature (Cont.)						
8. The student knows the influence of myths, proverbs, and legends on literary development.	P I U H	K3 K8	3 7		1.3 7.6.1	

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Music						
1. The student knows that music can express feeling which may not be expressible by other means.	P I U H	G2 K3 K7	3	5	1.2	(V)Emotion (V)Self-expression (V)Aesthetic sensitivity
2. The student knows the origins of music (e.g., religious rituals, ceremonies, festivals, dances, songs) in the second culture.	P	K4	3		1.3	
3. The student knows ways in which songs reflect aspects of the culture (e.g., work, patriotism, love, narrative, cradles, ceremonial).		K3 K7 K10	3		1.1.3 1.3 3.	(V)Social perspective (V)Aesthetic sensitivity
4. The student knows ways in which types of music vary among cultures (e.g., primitive, modern, Oriental, Western).	P	K5	3		1.2 1.3	(C)Culture (V)Diversity (V)Aesthetic sensitivity
5. The student knows ways in which political issues are manifest in folk music (e.g., through topical and protest songs, rock).	P I	K3	3	5	1.1.3 3.	(V)Dissent (V)Self-expression (V)Aesthetic sensitivity
6. The student knows natural resources whose availability may influence the development of music within a culture (e.g., access to bamboo or other materials).	P I U H	K3 K8	3		1.3	(V)Social perspective (V)Aesthetic sensitivity

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Music (Cont.)						
7. The student knows some musical effects resulting from conditions imposed by the geography and climate of a country (e.g., mountain yodels, alpine horns, natural materials at hand for constructing instruments).	P	K3	3		1.3	(C)Environment (V)Nature (V)Interdependence (V)Aesthetic sensitivity
8. The student knows musical instruments used in the culture (e.g., balalaika).	P	K1	3		1.3	
9. The student knows the sources and themes of folk songs.	P I U H	K3 K4	3		3.	
10. The student knows folk and ethnic dance forms (e.g., polonaise, mazurka, tarantella, kolo).	P I	K2 K3	3		1.3 4.1	(C)Culture (V)Aesthetic sensitivity
11. The student knows ways in which folk music may vary from community to community (e.g., idiomatic use of language; accompanying instruments; melodic, rhythmic, and harmonic conventions).	P I	K5	3		1.2 1.3	(V)Social perspective (V)Diversity (V)Aesthetic sensitivity
12. The student knows the well known dancers and dance groups (e.g., Bolshoi, Mexico Folklorico).	P I	K1	3			
13. The student knows sources of operas and ballets (e.g., folklore, stories, drama, social, and political events).	U H	K4	3		1.3 7.5	(C)Culture (V)Aesthetic sensitivity (V)Social perspective

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Music (Cont.)						
14. The student knows ways in which music is combined with other art forms (e.g., opera, ballet, liturgical drama, narratives, ceremonial dancing).	U H	K10	3		1.2 1.3	(V)Aesthetic sensitivity (V)Interdependence
15. The student knows the outstanding performers, composers, and musical works of the culture.	U H	K1	3			(C)Culture (V)Respect for others
16. The student knows to what extent industry and government support music in the culture.	P I U H	K3	3			(V)Interdependence (V)Culture (V)Social perspective

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.5 Art						
1. The student knows the ways in which the art of a culture reflects its values, customs, and environment.	P I U H	K3 K7 K10	3	1 5	1.1.3 1.3	(C)Culture (V)Aesthetic judgment
2. The student knows that response to visual stimuli is affected by cultural experience.	P I U H	K8	3		1.1.1 2.1	(C)Perception (C)World view (C)Aesthetics
3. The student knows that art is affected by social and historical phenomena (e.g., realism in art developed during the social and industrial revolution).	P I	K8	3		1.1.3 1.3	(C)Aesthetics (V)Interdependence (V)Social perspective
4. The student knows that prehistoric art reflects human experience during the period before the invention of writing.	P	K3	3		1.3 3.	(C)Human experience (V)Insight (V)Aesthetic sensitivity
5. The student knows various kinds of experiences which can contribute to an increased understanding of art (e.g., discussion, travel, visiting museums and exhibitions).	P I U H	K8	3	5	1.1.1 1.3	(V)Aesthetic sensitivity
6. The student knows that colors have different symbolic meaning to different cultures (e.g., national colors, colors associated with death).	P I U H	K5	3		7.5 7.6.3	(C)Symbolism (V)Diversity
7. The student knows ways that artists are directed and affected by their culture (e.g., by the conferring of status and monetary rewards for certain types and levels of creation).	P I U H	K8 K10	3 9	1	1.3	(C)Culture (V)Interdependence (V)Social perspective (V)Respect for others

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.5 Art (Cont.)						
8. The student knows ways in which the artist's life may affect his art (e.g., familiarity with subject, cultural milieu).	U H	K3 K8	3	1 2	1.1.3 1.3	(C) Culture (V) Interdepedence (V) Social perspective
9. The student knows that Romans altered Greek forms to give their art an unmistakable Roman quality.	P I	K3 K8	3			(V) Aesthetic judgment
10. The student knows influences upon Roman art which resulted from the expansion of the Empire throughout Europe, Northern Africa, and Western Asia.	P I U H	K3 K8	3			(V) Aesthetic judgment
11. The student knows that Medieval Art comprises early Christian, Byzantine, Moslem, Romanesque, and Gothic styles.	U H	K3 K5	3			(V) Aesthetic judgment
12. The student knows the major contributions made to art by the artists of the culture (e.g., Rodin: "The Thinker"; Michelangelo: "The Sistine Chapel Ceiling").	P I U H	K1 K4	3	1	1.1.3	(V) Respect for others (V) Aesthetic sensitivity
13. The student knows influences of early Christian (classic), Byzantine (Oriental), and native European (barbarian) art upon Romanesque art.	U H	K3 K8	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.5 Art (Cont.)						
14. The student knows how Gothic art fused structure and meaning to become more intellectual and harmonious than other forms of Medieval styles.	H	K3 K7	3			(V) Aesthetic judgment
15. The student knows the characteristics of Byzantine art (e.g., mosaics, central plan churches, repetition and intricacy in motifs, characteristic figures with tall, slim, almond-shaped faces).	U H	K3	3			(V) Aesthetic judgment
16. The student knows the characteristics of Renaissance art (e.g., increased interest in physical reality, secular and everyday subjects, textural qualities, use of light and dark).	U H	K3	3			(V) Aesthetic judgment
17. The student knows the artists and works associated with schools of art (e.g., Cubism, Dadaism, Surrealism, Fauvism, Impressionism, Expressionism, Romaticism, Realism, Classicism).	P I U H	K3	3		9.2	(V) Aesthetic judgment
18. The student knows ways in which Japanese attitudes are reflected by characteristics in painting and architecture (e.g., a decorative design, an understanding of harmonious relations between designs and nature).	P I U H	K3 K10	3		9.2	(V) Aesthetic judgment

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.5 Art (Cont.)						
19. The student knows the vital influence of Islamic art in countries ranging from Spain to India.	P I U H	K8	3		9.2	(V) Aesthetic judgment
20. The student knows the characteristics of Mayan, Aztecan, and Incan art.	I U H	K3	3		9.2	(V) Aesthetic judgment
21. The student knows ways in which interior design has developed historically and culturally in response to man's need for comfort and visual pleasure (e.g., tapestries, hangings, banners in Medieval Europe to cover stone walls and identify family symbols; stained glass windows in churches; sand paintings for identity and religious purposes).	P I U H	G2 K4	3	2 5	1.1.3 1.3 9.2	(V) Quality of life (V) Beauty (V) Aesthetic sensitivity (V) Pleasure
22. The student knows the ways in which social, economic, and scientific development influenced Renaissance art (e.g., breakdown of feudal system; development of cities requiring new architectural forms and sculpture; science of optics-perspective and color; science of anatomy).	U H	K8	3		4.4.2 9.2	(V) Interdependence (V) Aesthetic judgment (V) Social perspective

9. Culture
9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.6 Architecture						
1. The student knows the characteristic ways in which architectural features have been used in various cultures (e.g., Moorish and Gothic arches; Russian, Byzantine, and Baroque domes; pagoda and pitched roofs; stained glass windows).	U H	K3	3		1.3 9.2	(C) Culture (V) Aesthetic sensitivity (V) Diversity
2. The student knows that the values and traditions of a nation are often reflected in the design of buildings and monuments (e.g., castles, cathedrals, museums, government buildings).	P I U H	K8 K10	3	5	1.1.3 1.3 9.2	(V) Aesthetic judgment (V) Social perspective (V) Insight
3. The student knows the symbolic meaning of various types of religious architecture (e.g., synagogue, cathedral, mosque).	P I U H	K2	3		7.5 9.2	(C) Symbolism (V) Understanding
4. The student knows influential architects and examples of their work (e.g., LeCorbusier - church in Marseilles; Christopher Wren - St. Paul's Cathedral; Gaudi - All Saints Church).	U H	K1 K3	3		1.2 9.2	(V) Respect for others (V) Aesthetic judgment
5. The student is able to recognize the variety of images given by many kinds of structures (e.g., pagoda, cathedral, castle, igloo, skyscraper, temple).	P I U H	P33	3		1.2 9.2	(V) Aesthetic sensitivity (V) Diversity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.6 Architecture (Cont.)						
6. The student knows a wide range of shelters other than buildings (e.g., arcades, awnings, porches, bus stops, gazebos).	P I U H	K1 K5	3		9.2	
7. The student knows how architecture of dwellings is influenced by use, available materials, and location (e.g., Swiss chalet, hacienda, villa).	P I U H	K8	3		9.2 9.3.2	(V) Aesthetic judgment
8. The student knows ways in which man consciously makes his environment more visually interesting (e.g., parks, flower beds, fountains, window boxes).	P I U H	G2 K3	3	1 2 5	1.2 9.2	(C) Environment (V) Beauty (V) Aesthetic sensitivity
9. The student knows ways that cultural values are reflected in landscape architecture (e.g., Japanese gardens--miniatures of natural contrast; European formal garden--repetition of architectural forms; Spanish courtyard--enclosure of garden within dwelling as air-conditioning; U. S. parks and playgrounds--importation of nature into the inner city.	P I U H	K8	3	1 5	1.1.3 1.3 9.2 9.3.2	(C) Cultural values (V) Culture (V) Aesthetic sensitivity (V) Social perspective
10. The student knows characteristics of recreational and cultural architecture (e.g., coliseums, auditoriums, movie theaters, stadiums, museums).	P I U H	K3	3		9.2	(V) Aesthetic judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.6 Architecture (Cont.)						
11. The student knows complex problems inherent in the growth and decay of cities which require architectural solutions (e.g., urban renewal).	U H	C2 K3	3		1.1.3 9.2	(C) Social problems (V) Social perspective (V) Problem-solving
12. The student knows architectural structures typical in major historical periods (e.g., pyramids of ancient Egypt, aqueduct and coliseum of Rome, Gothic cathedrals).	U H	K3 K5	3		9.2	(V) Aesthetic judgment (V) Cultural heritage
13. The student knows how the spread of the Roman Empire influenced architecture used to improve daily life (e.g., roads, bridges, aqueducts, theaters, arenas, baths).	P I U H	K8	3		1.3 9.2 9.3.7	(V) Interdependence (V) Social perspective (V) Aesthetic judgment
14. The student knows ways in which various cultures are reflected in interior design (e.g., Japanese simplicity, Baroque opulence).	U H	K5 K10	3		1.3 9.2	(C) Cultural differences (V) Diversity (V) Aesthetic sensitivity
15. The student knows ways in which historical and cultural values affect industrial designs (e.g., Danish modern furniture and household items, early industrial products, imitation handcrafted products).	U H	K8 K10	3		1.3 9.2 9.3.7	(C) Cultural values (V) Aesthetic sensitivity (V) Social perspective (V) Interdependence

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.7 History						
1. The student knows major historical events of the culture and leaders who played important roles in them (e.g., French Revolution: Robespierre; Spanish Inquisition: King Ferdinand and Queen Isabella).	U H	K1 K4	3	1	1.3 9.2	(V) Cultural heritage
2. The student knows the effects of war on the internal functioning of the culture (e.g., stimulation of inventions and technology, economic repercussions).	P I U H	K8	3	5	1.1.3 1.3 9.2	(C) War (C) Culture (V) Interdependence (V) Social perspective
3. The student knows ways in which colonies affect the economic and social welfare of the colonial power (e.g., the war in Viet Nam caused the fall of a government; emigration to France by Algerians and pieds noirs brought social problems).	U H	K8	3	5	1.1.3 1.3 9.2	(C) Colonialism (C) Social problems (V) Social perspective (V) Interdependence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.8 Government						
1. The student knows the culture's form of government and its current leaders, including its representatives to the United States.	P I U H	K1 K3	3		9.2	(C) Government
2. The student knows ways in which individuals or groups attain positions of power within the culture (e.g., revolution, coup, election, appointment, inheritance).	P I U H	K7	3	5	1.1.3 1.3 9.2	(C) Government (C) Authority (C) Social change (V) Social perspective
3. The student knows the functional role played by citizens in the government (e.g., voting power, initiative, recall, referendum).	P I U H	K7	3	2	1.1 1.2 9.2	(C) Government (V) Participation
4. The student knows the variety of governmental control exercised over the individual and total society.	P I	K3 K8	3	1 5	1.2 9.2	(C) Government (C) Regulation (C) Social control (V) Social perspective
5. The student knows that man's relation to his environment requires some form of economic organization (e.g., production, distribution, consumption).	P I U H	K8 K10	3	1 5	1.2 9.2	(C) Economic system (V) Quality of life (V) Social perspective
6. The student knows the economic system of the culture and its major imports and exports.	P I	K1 K3	3		9.2	(C) Economic system

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.8 Government (Cont.)						
7. The student knows the importance of trade in the economy of the culture.	P I	K3 K8	3	1 5	1.3 9.2	(C) Economic system (C) Trade (C) Culture
8. The student knows the purposes and effects of international economic organizations and trade agreements for member nations (e.g., Common Market, Warsaw Pact).	P I	K8 K10	3	1 5	1.1.3 1.3 9.2	(C) Economic system (V) Internationalism
9. The student knows the relationships between a society's economic institutions and its cultural values.	P I	K8 K10	3	1 5	1. 9.2	(C) Economic system (C) Cultural values (V) Interdependence (V) Insight

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.9 Science and technology						
1. The student knows the importance placed on scientific, mathematical, and technological research in the culture.	P I U H	G2 K3	3	1 5	1.1.3 1.3 9.2	(C)Research (V)Inquiry
2. The student knows ways in which a scientific discovery brings about cultural change (e.g., discovery of immunization: decreased mortality rate).	P I U H	K8	3	1 5	1. 9.2	(C)Change (C)Culture (V)Inquiry (V)Interdependence
3. The student knows ways in which a change in the material culture can bring about a change in the nonmaterial culture (e.g., effect of growth in technology on social organization).	P I U H	K8	3	1 5	1.3 9.2	(C)Change (C)Culture (C)Technology (V)Interdependence (V)Social perspective
4. The student knows the contributors to historically significant scientific research (e.g., Pasteur, Curie, Nobel, Einstein).	P I U H	K1 K4	3	1	9.2	(C)Research (C)History of science (V)Respect for others
5. The student knows ways science has affected the way of life in the culture (e.g., daily living, conversations, reading).	P I U H	K8	1 4	1 2 5	1.2 1.3 9.2	(C)Research (C)Culture (C)Change (V)Quality of life
6. The student knows the effects of science and technology upon social change (e.g., Sputnik).	U H	K8	3	1 2 5	1.2 1.3 9.2	(C)Research (C)Technology (C)Social change (V)Interdependence

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.9 Science and technology (Cont.)						
7. The student knows the facilitative effects of advanced communications and transportation technology on the rate and degree of culture change.	P I	K4 K8	3	1 5	1.2 9.2	(C) Technology (V) Social perspective (V) Interdependence
8. The student knows the implications of "culture lag" (e.g., when technological changes occur faster than the changes in customs and beliefs which are made necessary by them).	P I	K3 K8	3	2 5	1. 9.2	(C) Technology (V) Social perspective
9. The student knows ways in which current research in astronomy and space science may be affecting cultural world views.	P I U H	K8	3	1 2 5	1.2 1.3 9.2	(C) Research (C) History of science (V) Social perspective (V) Interdependence

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9.3 Civilization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.10 Communications						
1. The student knows that communication takes place through various means (e.g., television, radio, newspaper, books, signs, telephone, light and flag signals, pictures, maps, charts, films).	P I U H	K3 K7	1 4	1 5	1.1.2 2.1 7.5 9.2	(C)Communication (C)Media (V)Communication (V)Diversity
2. The student knows ways in which media influence public opinion (e.g., editorial comments; selection of news for television, radio, newspapers, and magazines; reviews of plays and films).	P I U H	K8	3	4 5	1. 7.5	(C)Media (V)Objectivity (V)Interdependence (V)Social perspective
3. The student is able to recognize the use of propaganda by governments to support political systems, both within and outside their countries.	P I U H	P43 P65	3	4 5	1.1.3 2.1.1 6.3 9.2	(C)Propaganda (C)Government (C)Social control (V)Judgment
4. The student knows ways in which advertising reflects the social values of the culture.	P I	K10	3	2 5	1.1.3 1.3 9.2	(C)Media (V)Social perspective
5. The student knows the role played by the government in the control of media.	P I U H	K8	3	5	1.3 9.2 9.3.8	(C)Social control (V)Communication (V)Freedom
6. The student knows ways in which culture is perpetuated through the theater.	U H	K3	3	5	1.1 1.3 7.5	(C)Culture (V)Aesthetic sensitivity
7. The student knows the contributions to the art of film making by various artists of the culture (e.g., Eisenstein, Rohmer, Bergman).	U H	K1	3		1.3 7.5	(V)Aesthetic sensitivity (V)Culture (V)Respect for others

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10. Careers and second language						
1. The student knows the location and use of print and nonprint materials related to careers (e.g., card catalog: "Vocational Guidance," "Translating and Interpreting as a Profession," "Archeology as a Profession"; SUBJECT GUIDE TO BOOKS IN PRINT: "Languages and Vocational Opportunities"; LEARNING DIRECTORY: "Career, Foreign Language"; area and building audiovisual catalogs: "Vocational Guidance").	U H	K6		4		(C) Resources (V) Inquiry
2. The student knows sources of information about careers and second language (e.g., teachers, counselors, librarians, personnel directors).	P I U H	K6	1 4	4		
3. The student knows that while the opportunities for careers completely dependent upon second language skills alone are limited, the possession of second language skills greatly enhance opportunities for career success in areas such as business, law, finance, transportation, etc.	P I U H	G2 K8	1 4	3	1.3	
4. The student knows that the possession of second language skills opens possibilities for success in avocational roles (for which career education shares a strong concern).	P I U H	G2 K8	1 4	2	1.3	

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.1 Opportunities and awareness						
1. The student knows early entry jobs in which second language skills in listening and speaking are valuable (e.g., tour guide leaders, store clerks, singers and entertainers, medical aides, filling station operators, day care personnel, travel occupations).	P I U H	K1	1 4	3	3. 5. 6.	
2. The student knows early entry jobs in which second language skills in reading and writing are valuable (e.g., library aides, menu writers, secretaries, import-export clerks, invoice clerks).	P I U H	K1	4	3	3. 7. 8.	
3. The student knows fields in which knowledge of a second language is advantageous (e.g., medical, legal, business and commerce, engineering, agriculture).	P I U H	K1	1 4	3	1.3 3.	
4. The student knows a second language may increase income potential and possibilities of diversification in occupations.	P I U H	K8	4	3	1.3 3.	(V)Self-fulfillment
5. The student knows that knowledge of a second language may facilitate research in any interest field (e.g., science, social studies, humanities).	P I U H	K8	4 7	3	1.3	(V)Inquiry (V)Resourcefulness

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.1 Opportunities and awareness (Cont.)						
6. The student knows occupations in international agencies in which knowledge of a second language is required (e.g., World Health Organization, U.N., U.N.E.S.C.O., World Bank).	P I U H	K1	1 4	3	3.	
7. The student knows U.S. government jobs which require knowledge of a second language (e.g., Peace Corps, AID, Immigration and Customs, Foreign Service, U.S. Information Agency, Radio Free Europe, C.I.A.).	P I U H	K1	1 4 6	3	3.	
8. The student knows that business and industry require translators, proofreaders, interpreters, receptionists, etc., who are competent in a second language).	P I U H	K1	1 4 6	3	3.	
9. The student knows occupations in education and related areas which require a second language (e.g., teachers, researchers, librarians, art historians, journalists).	P I U H	K1	1 4 6	3	3.	
10. The student knows that bilingual skills are required for some careers in social work (e.g., case workers, legal aid employees, social security personnel, career counselors).	P I U H	K1	1 4 6		3.	

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.1 Opportunities and awareness (Cont.)						
11. The student knows careers in travel which require fluency in a second language (e.g., tour guides, travel agents, transportation personnel).	P I U H	K1	1 4 6	3	3.	
12. The student knows avocational pursuits related to second language (e.g., national theatre, literature, national dance, travel).	I U H	K3	1 4 6	2	3. 9.	(V)Self-expression (V)Pleasure

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.2 Requirements and exploration						
1. The student is able to analyze second language skills needed for specific jobs.	P I U H	P43	4 9	3 5		
2. The student is able to identify, inspect, compare, and appraise the occupational opportunities available through second language related skills.	P I U H	P24 P43	4	4	3.	
3. The student knows that the study of a second language can assist in selecting career alternatives on a national and international basis.	P I U H	K8	4	3	1.3 3.	
4. The student is able to make a knowledgeable assessment of the labor market and of personal employment potentials in that market.	P I U H	P24 P33 P48	4	5	1.1.1	
5. The student knows entry levels for skilled, professional, or technical opportunities which exist in second language and related fields.	P I U H	K3 K8	4	3	3.	
6. The student knows that an increased need for communication between cultures has been brought about by technological and scientific developments (e.g., satellite broadcasts).	P I U H	K8	1 4	5	9.	(V)Internationalism (V)Interdependence

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.2 Requirements and exploration (Cont.)						
7. The student knows that increased awareness of the necessity to communicate with migrants in their native language has created jobs in which bilingual skills are essential.	P I U H	K8	4	5	1.3 3. 6.	
8. The student knows that second language occupational opportunities have increased due to greater travel possibilities.	P I U H	K4 K8	1 4	5	1.3 3.	
9. The student knows that second language career opportunities have been increased because of migration and emigration (e.g., Cuban Revolution, Ugandan exodus of Asiatic peoples, Chicanos in Oregon).	P I U H	K4 K8	1 4	5	1.3 3.	
10. The student knows that the development of new trade markets has increased the need for people skilled in a second language.	P I U H	K8	1 4	3 5	1.3 3.	
11. The student knows that increasing exchanges or technical information and research have made second language skills important (e.g., Russian-American 1975 space endeavor).	P I U H	K8	1 4	3 5	1.3	
12. The student knows that opportunities to serve as guides for American exhibits abroad and at home require specific second language skills (e.g., World's Fairs, International Expositions).	P I U H	K3 K8	1 4	3 5	3.	

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.2 Requirements and exploration (Cont.)						
13. The student knows the social, economic, and political factors which influence the opportunites for second language careers (e.g., trade with the Pacific Rim countries).	P I U H	K3 K8	4	5	1.3 3.	
14. The student knows that job training information is available from the Superintendent of Public Documents, Washington, D. C.	P I U H	K3 K6	4 9	3 5		(V)Resourcefulness
15. The student knows that local, county, and state government offices have publications available concerning job and training opportunites (e.g., career planning guides, civil service information, special recruiting bulletins).	P I U H	K3 K6	4 9	3 5		(V)Resourcefulness

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.3 Training and preparation						
1. The student knows that additional training in language skills beyond high school may increase employment opportunities or his or her potential for advancement.	P I U H	K8	4	3	1.3 3.	
2. The student knows the resources which provide education and further training for various second language jobs or careers (e.g., interpreter schools, community colleges, universities, foreign trade schools, language institutes, correspondence, military training programs, on-the-job training).	P I U H	K6 K7	1 4	3 5	1.3 3.	
3. The student knows sources of information or guidance in locating specific training opportunities (e.g., school counselors, court counselors, case workers; catalogs, directories, professional and trade periodicals).	P I U H	K6	9	5	10.4	(V)Resourcefulness
4. The student is able to determine the entrance requirements of schools or training programs being considered.	P I U H	P44	9	3		
5. The student is able to select courses, programs, or schools appropriate to his or her qualifications, interests, and career plans.	U H	P33	9	4		

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Job search and employment						
1. The student knows the location and use of print and nonprint materials related to job search techniques (e.g., card catalog: "Employment Agencies," "Applications for Positions," "Occupations," "Professions"; SUBJECT GUIDE TO BOOKS IN PRINT: "Job Descriptions," "Applications for Positions," "Resumés (Employment)," "Job Vacancies"; READER'S GUIDE: "Job Satisfaction," "Discrimination in Employment," "Aptitude Tests"; LEARNING DIRECTORY: "Job Applications," "Job Counseling," "Job Hunting"; area and building audiovisual catalog: "Job Analysis," "Occupations," "Vocational Guidance").	U H	K6	9	5		(C)Resources (V)Inquiry
2. The student knows sources for finding employment (e.g., school placement service, friends, personnel offices, employment agencies, civil service, classified ads).	U H	K6	9	5		
3. The student knows steps for applying for a job (e.g., letter of application, data sheet, application blank, interview, follow-up).	U H	K4	9	5		
4. The student is able to type a letter of application, data sheet, follow-up letter, and fill out an application blank.	U H	P65	9	5		

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Job search and employment (Cont.)						
5. The student knows techniques for handling an interview (e.g., dressing appropriately, taking necessary documents, knowing what to say, when to leave, and how to follow up).	U H	K4 K7	9	5		
6. The student is able to carry out an intelligent interview when applying for a job.	U H	P65	6 9	5		
7. The student is able to present a complete resume of himself when applying for a job.	U H	P65	9	5		
8. The student knows the location of city, county, state, and federal employment offices in the local area and how to use them.	U H	K6 K7	9	5		(V)Resourcefulness
9. The student knows that juvenile counselors, parole officers, and other court agents usually know about jobs, training facilities, and government training programs available to individuals who are under the court's jurisdiction.	U H	K3	9	5		(V)Resourcefulness
10. The student knows that all prison and detention facilities have employment and/or training opportunities.	U H	K3	9	5		(V)Resourcefulness
11. The student knows that welfare case workers and/or welfare agencies can aid in job and/or training opportunities.	U H	K3	9	5		(V)Resourcefulness

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Job search and employment (Cont.)						
12. The student knows that public health workers and/or public health agencies can aid in finding jobs or training opportunities.	U H	K3	9	5		(V)Resourcefulness
13. The student knows that para-professional and nonprofessional training opportunities are available to military personnel.	U H	K3	9	5		(V)Resourcefulness
14. The student knows that the Veterans Administration can aid in obtaining training and/or jobs for certain categories of veterans and the veterans' dependents (all veterans have certain limited training benefits available).	U H	K3	9	5		(V)Resourcefulness
15. The student knows the location of his local Veterans Administration building or counselor.	U H	K6	9	5		(V)Resourcefulness
16. The student knows that local post offices have information about military careers.	U H	K3 K6	9	5		(V)Resourcefulness
17. The student knows that the yellow pages of local telephone directories list most local employment agencies.	I U H	K3	9	5		(V)Resourcefulness

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Job search and employment (Cont.)						
18. The student knows that all private employment agencies listed in the yellow pages charge for their services.	I U H	K3	9	5		
19. The student knows that newspapers and trade journals carry advertisements for jobs available and/or list people who are seeking employment.	I U H	K3 K6	9	5		(V)Resourcefulness
20. The student knows that some trade journals and union newspapers will carry free advertisements for unemployed workers.	U H	K3	9	5		(V)Resourcefulness
21. The student is able to locate, read, and follow up on ads for available jobs.	U H	P41 P65	9	5		(V)Resourcefulness
22. The student knows that many schools (K-12) and most post-secondary schools maintain a job placement bureau on a formal or informal basis.	U H	K3	9	5		(V)Resourcefulness
23. The student knows that school staff members (counselors, teachers, etc.) often know of job and training opportunities, and may be helpful in supplying leads and recommendations to prospective employers.	I U H	K3	9	5		(V)Resourcefulness

10. Careers and second language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Job search and employment (Cont.)						
24. The student knows that most special interest organizations (e.g., YMCA, YWCA, Community Action Programs, Black Panthers, Valley Migrant League, American Association of University Professors, unions) are active in helping their members get jobs or job training.	U H	K3	9	5		(V) Resourcefulness

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